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ABSTRACT

This paper describes the history, administration, and organization of the educational system of the Federal Republic of Germany. Section I discusses historical development, legal aspects, administration within cooperative federalism, educational planning, and the political parties' position on education. Section II is a diagram of the educational system. Section III covers compulsory education, coordination between the education and employment systems, the equal value of general and vocational education, cooperation between parents and the school, the position of pupils in schools, private schools/nonstate schools, the children of foreign parents, promotion of the exceptionally talented, career advice, and school textbooks. Section IV describes schools providing general education and vocational training in schools and firms, with descriptions of the different types of schools providing this education. Section V deals with financing the educational system. Section VI briefly discusses 16 types of schools. Section VII, the appendix, gives selected statistics and a brief bibliography. Also included are tables for the statistics mentioned in the appendix and addresses of educational organizations in Germany. (IS)

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THE SCHOOL SYSTEM IN THE FEDERAL REPUBLIC OF GERMANY

SO 016 396

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THE SCHOOL SYSTEM IN THE FEDERAL REPUBLIC OF GERMANY

I. BASIC ELEMENTS

1. Historical development

The German school system is some 65 years old in its present pattern. The 19th century had bequeathed a highly varied pattern of all types of schools. It was no until 1919 that the Weimar Constitution laid down four years of *Grundschule* (Primary School) for all children. Thereafter children could attend *Volksschule* (Elementary School) for further four years, a *Realschule* (Intermediate School) for a further six years or a *Gymnasium* (Grammar School) for a further nine years. *Schulgeld* (School Fees) had to be paid for pupils attending *Realschule* or *Gymnasium*, however, which relatively few parents could afford: this meant this, for a very long time, that the type of school a child attended depended on the material situation of the parents. What is more, there was also a difference in training and salary for teachers at these various types of schools.

The school system has repeatedly been the object of criticism and reform, both for educational and political points of departure. Even during the Third Reich, foreign emigrés abroad, who had experienced the susceptibility of the school system and the teaching body vis-à-vis National Socialism (Nazis), gave some thought to necessary changes. Following World War II, the Allies (USA, Britain, France and the USSR) brought highly differing ideas with them in regard to the reorganization of the school system. In 1946 an American education commission called for a radical reform of German schools, i.e. educational opportunities for all, all-day compulsory school for all children between the ages of 6 and 15 and the abolition of the various types of school. These proposals soon ran into opposition on the part of German politicians concerned with educational matters. The early 50s saw the beginning of the "Restoration". Despite many an impulse from various academic experts, child associations and bodies set up to advise politicians on educational matters, no basic reforms were undertaken for 20 years.

2. The legal aspects

The Federal Republic of Germany is a *Bundesstaat*. The responsibility for education policy and education planning is governed by this federal state structure. According to the *Grundgesetz* (Basic Law, i.e. Constitution) of the Federal Republic of Germany, the Federal Government's areas of responsibility are set out according to number and extent only whereas the *Bundesländer* (federal states) are generally responsible for state commitments in respect of the education system. Consequently, the *Bundesländer* Baden-Wurtemberg, Bavaria, Bremen, Hamburg, Hesse, Lower Saxony, Northrhine-Westphalia, Rhineland-Palatinate, Saarland and Schleswig-Holstein, as well as Berlin (West), are responsible for the greater part of the education system. The Federal Government *(Bund)* enjoys legislative powers mainly in regard to the issuing of framework regulations on the basic principles in the *Hochschulwesen* (Higher Education), the promotion of scientific research, training, non-school vocational training and careers advice. In specific cases, the *Grundgesetz* has made provision for the Federal Government's cooperation in the fulfilment of *Bundesländer* responsibilities wherever the latter apply to the state as a whole and the *Bund*'s participation is essential for the improvement of living conditions. As far as the education system is concerned, these joint reponsibilities include the expansion of existing buildings and the erection of new ones in higher education, including university hospitals. Additionally, according to the *Grundgesetz*, the *Bund* and the *Bundesländer* can collaborate in educational planning on the promotion of scientific research facilities and projects – on the

strength of agreements – which are of supraregional importance (see I.4).

It serves both freedom of movement and free choice of career anywhere in the Federal Republic of Germany – as guaranteed in the *Grundgesetz* – when the *Bundesländer* cooperate with each other or with the *Bund*, even in those cases where legal federal regulations exist, provided thir implementation and concretization via *Landesrecht* (federal state legislation) are essential. This happens, on the one hand, with the *Bund* via the *Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung*, a joint Federal Government/Federal States Commission of Educational Planning and Research Promotion (see I.4.), and via the *Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland*, i.e. a Standing Conference of the Ministers of Education of the *Bundesländer* in the Federal Republic of Germany and known by the abbreviation *KMK*. The object of this cooperation between the *Bundesländer* is to coordinate the school and higher education systems in respect of structures, facilities, teaching content and final qualifications. This has resulted in a comparability of educational programmes and qualifications obtainable in educational facilities.

Agreements between the *Bundesländer* on standardization in the educational field, particularly those concluded in 1954 and 1964, have provided the basic structures of the education system in the *Bundesländer* with a large measure of uniformity, particularly in such things as the length of compulsory schooling, the beginning and end of the school year, the length of school holidays, the designation of the different types of educational facilities, their organizational form, the sequence in which languages are taught and the evaluation of scholastic achievements. By means of further supiementary agreements by the KMK the mutual recognition of examinations and certificates, as well as a number of other harmonizing elements within the education system were achieved – whilst simultaneously setting out the required standards.

3. Administration within cooperative federalism

The whole of the school system is subject to state supervision. As a rule, schools are state or local government establishments. There are also a number of private schools which are likewise subject to state control (see III.6).

School administration usually operates at three levels, the top level being the state education ministry. The intermediate supervisory school authorities are the school departments at the offices of the *Regierungspräsident*, i.e. the head of a governmental district or independent *Oberschulämter*, school offices, each headed by a *Regierungsdirektor* with a team of inspectors *(Schulräte)*. They are responsible for the *Berufsschulen* (Vocational Schools) whereas the *Gymnasien* are administrated by the supreme supervisory school authorities directly in some of the *Bundesländer*. The lowest level of supervisory school authority are the *Schulämter* which, as a general rule, are responsible for the *Grundschulen*, *Hauptschulen* (Main Schools) and the *Sonderschulen* (Special/Remedial Schools), and, in many cases, the *Realschulen*. The *Schulamt* is headed by a *Schulrat*, i.e. inspector. In some of the *Bundesländer* there is no intermediate level.

The resultant *Dienstweg*, official channel, is from the *Schulleiter*, i.e. the school principal via the Schulrat and the *Regierungspräsident* to the Minister of Education in the *Bundesland* concerned.

Teachers at state or local government, schools *(staatliche* or *kommunale Schulen)* are on the public payroll. Details of their training are given in various sections of Chapter IV.

The number of teachers rose from 389,000 in 1970 to 495,000 in 1975, dropping to 455,000 in 1983. During the same period, the pupil population increased from 11 million in 1970 to 12.4 million in 1975. From that time the number has been steadily decreasing. As a result, the teacher – pupil ratio has continually improved from 1 : 26.7 to 1 : 23.3 and finally to 1 : 17,0 at schools providing general education.

Conditioned by the pupil situation, where numbers have been declining since 1975, and the restrictive budgetary policy, on the one hand, and the interest shown in a teaching career (while also on the wane, is nevertheless still very marked) on the other, the problem of unemployment in the teaching profession is acquiring ever-growing significance in the 80s. There is every indication that

about 10 per cent of trained teachers will be out of work by the mid-80s.

Most teachers in the Federal Republic of Germany belong to a professional association which represents their interests vis-à-vis the general public and education authorities. These associations include: the *Verband Deutscher Realschullehrer*, the *Deutscher Philologenverband*, the *Bundesverband der Lehrer an den Beruflichen Schulen* and the *Bundesverband der Lehrer an den Wirtschaftsschulen*. These are all affiliated to the *Deutscher Lehrerverband*. There is also an association at federal level known as the *Verband Bildung und Erziehung* and the union called *Gewerkschaft Erziehung und Wissenschaft*.

As far as income and social prestige are concerned, teachers are located somewhere in the middle-range of academic professions.

4. Planning in the light of demographic developments

According to Article 91 b of the *Grundgesetz* – this article was not included until 1969 – the *Bund* and the *Bundesländer*, i.e. the Federal Government and federal states, can cooperate on educational planning matters. This proved necessary in the 60s because the interconnections and reciprocal effects of parts of the education system (e.g. schools/higher education) were coming well to the fore. Furthermore, the education system was claiming to an ever-growing share of public expenditure (see V.).

In 1970, the *Bund* and the *Bundesländer* set up the *Bund-Länder-Kommission für Bildungsplanung* (see above) to which all ministers concerned belong. Inter alia, this mixed commission approved the *Bildungsgesamtplan*, i.e. an Overall Education Plan, in 1973. This contains a *Rahmenplan*, framework plan, for the further development of the education system as a whole up to the year 1985, setting out the respective financial requirements in a *Bildungsbudget*, i.e. education budget. The intervening period shows that the *Bildungsgesamtplan* has now come to be regarded as a point of reference for both *Bund* and *Bundesländer* in the educational field – even if many of the developments, particularly in the school system, have taken a different course from the one conceived originally.

The continuation of the *Bildungsgesamtplan*, decided on in 1977, did not come off, however, since the financial negotiations on the *Sachprogramm*, i.e. material programme, considered essential by the educations experts, within the terms of a medium-term programme, failed to reach a successful conclusion. There were also doubts expressed about overall planning of this nature.

This attempt at continuation at that time was particularly favoured by demographic developments and their effects on the various educational areas. Demographic developments, especially the unforeseeable extent of the drop in the birthrate, has radically altered the factual basis of educational planning. This development – with a respective time-lag in the different educational areas – is distinguished by the fact that a steady increase in the child population is followed by a sharp decline. At the same time, whilst the high birthrate year groups are entering *Sekundarbereich II*, i.e. Secondary Level II, pupil numbers at *Grundschulen* and the lower classes at secondary schools *(weiterführende Schulen)* have reached an all-time low.

The birthrate pattern in the Federal Republic of Germany has been extremely varied in the last quarter of a century:

- From the early-50s to the mid-60s, the number of live births of German and non-German nationality rose from some 800,000 to almost 1.1 million annually.
- Thereafter the birthrate dropped sharply, reaching the all-time low of 577,000 in 1978.
- Not until 1979 did the annual birthrate (582,000) show a slight increase over the previous year. It has now stabilized itself at just over 620,000.
- According to forward estimates by the Federal Statistical Office, there will be a marginal increase in the number of live births in the next few years since the women in the high birthrate year groups are reaching childbearing age. Thereafter there will probably

be a decline once more when women in the low birthrate year groups reach child-bearing age.

Basically, it must be assumed that any forecast starts to become more and more uncertain the farther it reaches into the future and the more differentiated it is. Furthermore, developments in the *Bundesländer* can vary. Bearing this reservation in mind, the following pattern is anticipated in the different educational areas (with relative age group) on the strength of birthrate outlined above:

Resident population according to age groups for the years 1975, 1980, 1985 und 1990

Age ... to ...	Nationality	1975		1980		1985		1990	
		End of year in each case							
		in 1000s	Development (1975 = 100)	in 1000s	Development (1975 = 100)	in 1000s	Development (1975 = 100)	in 1000s	Development (1975 = 100)
3 to 5	German	2,004.8	100	1,492	74	1,573	78	1,697	85
	non-German	253.7	100	243	96	207	82	186	73
	Together	2,258.5	100	1,735	77	1780	79	1883	83
6 to 9	German	3,639.4	100	2,312	64	2,000	55	2,150	59
	non-German	247.0	100	354	143	307	124	265	107
	Together	3,886.4	100	2,666	69	2,307	59	2415	62
10 to 15	German	5,808.6	100	5,347	92	3,543	61	3,020	52
	non-German	288.3	100	365	127	505	175	461	160
	Together	6,096.9	100	5,712	94	4,048	66	3,481	57
16 to 18	German	2,605.5	100	2,954	113	2,670	102	1,633	63
	Non-German	134.3	100	149	111	181	135	272	203
	Together	2,739.8	100	3,103	113	2851	104	1,905	70
19 to 24	German	4,633.2	100	5,273	114	5,822	126	5,018	108
	Non-German	445.3	100	313	70	307	69	385	86
	Together	5,078.5	100	5,586	110	6,129	121	5,403	106
25 and older	German	37,521.1	100	37,782	101	38,335	102	39,132	104
	Non-German	2,252.7	100	2,428	108	2,623	116	2,763	123
	Together	39,773.8	100	40,210*	101	40,958	103	41,895	105

* Actual figure 1980: 43,775

5. The political parties on education

According to Article 21 of the *Grundgesetz* of the Federal Republic of Germany, political parties can participate in the formation of public opinion. This also applies to the education system and school policy.

The CDU/CSU believe that the school system should "cater for the varying talents and skills, and the varying achievement capacity of human beings". In their opinion, only a multi-structured school pattern can fulfil this task by offering differentiated, but nevertheless equivalent educational courses. The CDU/CSU categorically reject all levelling-out, integrated systems.

The *Gesamtschule*, i.e. comprehensive school, pupil cannot be regarded as a standard form of pupil. The SPD, on the other hand, is anxious to preserve comprehensive education. "As far as Social Democratic education policy is concerned, the integrated *Gesamtschule* continues to be the best means of equal opportunity. The SPD's aim continues to be the best means of providing equal opportunity. The SPD's aim continues to be the further development of comprehensive education by setting up additional *Gesamtschulen* to cater for large areas. *Gesamtschulen* are to be regarded as having the same educational status as other pupils and are to be erected wherever the wishes of the public justifies such a move." The F.D.P. have called for "Fair and just competition between different types of pupil, thus providing pluralitiy as a basic requirement for the fulfillment of parents' whishes. The *Gesamtschule* must be given a fair chance. It is a desirable addition to existing scholastic programmes and an important step towards the creation of equal opportunity in the education system."

These differing views on education policy are also reflected in the draft continuation of the *Bildungsgesamtplan* (see above). As far as the *Bundesländer* with a CDU or CSU government is concerned, "the promotion of individual pupils in respect of ability and opportunity has been realized by the multi-pillared pupil system. Consequently, the aim of these *Bundesländer* is the retention of the differentiated pupil system in which the various types of pupil have different requirements *(Hauptschule, Realschule, Gymnasium)*. Further developments will be undertaken where deemed necessary. Parallel to this, various experimental forms of *Gesamtschule* are being continued. On the strength of the findings so far and the numerous, still unsolved problems, the *Gesamtschule* cannot be regarded as a standard form of pupil *(Regelschule)* in *Sekundarbereich I* (Secondary Level I). The CDU/CSU likewise reject trying to establish *Gesamtschulen* by offering them as *Angebotsschulen* (optional schools), thus edging out schools in the differentiated system." The SPD-governed *Bundesländer*, on the other hand, claim that "the expansion and further development of the pupil system are the basic requirement for the safeguarding, to an ever greater extent, of equal opportunity, individual promotion in line with personal talent and social learning. It is, therefore, the declared objective of these federal states to provide basic and individually-tailored special education programmes for all pupils through improvements in *Hauptschule, Realschule* and *Gymnasium* as well as the *Gesamtschule* with its permeable structure and differentiated according to requirements. On the strength of extensive experience and evaluations at home and abroad, these SPD-led *Bundesländer* feel fully justified in introducing, expanding and further developing the *Gesamtschule* as a standard form of pupil in *Sekundarbereich I*."

This attitude to *Integrationssystemen* is correspondingly reflected in the attitude of the *Bundesländer* to educational programmes for *Sekundarbereich II*, i.e. Secondary Level II. In the CDU/CSU-governed *Bundesländer* "the opinion is held that curricular and organizational amalgamation of courses in the general and vocational education system in the form of integrated, interlinked systems prevents a clear definition of study and vocationally-qualifying courses, leading to a lowering of achievement level in both areas." The SPD-governed *Bundesländer*, on the other hand, basing their views on the concept of equality of vocational and general education, stress the necessity "for curricular coordination, mutual opening up and interlocking of educational courses in order to increase permeability and to make twin qualifications possible. In this way all pupils are better able than hitherto to be educated and trained according to their ability, inclinations and vocational and social requirements." Whereas these *Bundesländer* feel that "the creation of integrated systems will result in improved qualifications", the F.D.P. states that "internal

reforms within the education system should have priority over organizational questions".

There is a large measure of agreement between the CDU/CSU and the SPD in respect of the promotion of specific pupil groups: "CDU/CSU support special assistance measures for children and young persons with learning and behavourial problems. In this connection, particular attention should be paid to the educational opportunities of foreign workers' children." In the opinion of the SPD, "too many young persons are still leaving school without a final certificate *(Abschluß)*: the number of those leaving without even a *Hauptschulabschluß*, i.e. Main School Certificate, is considerable. For this reason, all pupils, particularly those at *Hauptschule*, should be enabled, through systematic promotion measures, to successfully complete an initial vocational training course and attend secondary pupil. This applies in particular to the children of foreign workers. School facilities for handicapped children must be improved in line with the disabled pupil's needs. The opportunity to acquire pupil leaving certificates on the part of Special School *(Sonderschule)* pupils should be improved. The reintegration of Special School pupils into normal pupils should be tried out by menas of experimental models."

The F.D.P. states that "a uniform basis at federal level must be guaranteed" for the further development of the education system: this applies to the length of educational courses and, in particular, to compulsory school attendance" and other matters which affect the uniformity of living conditions. On this subject, the SPD feel that it is absolutely essential "to provide all pupils with the opportunity of an identical length of attendance of the *Mittelstufe*, i.e. up to Class/Grade 10. For this reason, compulsory school attendance for 9 years, i.e. to Class 9, must be extended as soon as possible to include a compulsory 10th year". In contrast, following a CDU Party Conference resolution, a shortening of the length of time spent at school is under (public) discussion.

The "Greens", the ecological party, state in their *Bundesprogramm* that the current school and higher education programmes, which do no more than "promote brain-washed citizens and technocrats" should be supplemented by training courses "essential for the development of individual personality as a whole". These include "intellectual, social and ethic training as well as the development of practical, physical and, in particular, creative faculties which represent the basic requirements of man". In addition, students should be trained to act in an "ecologically-conscious, social and democratic manner, and to display solidarity and tolerance towards all fellow-men and other nations".

The Greens also call for:

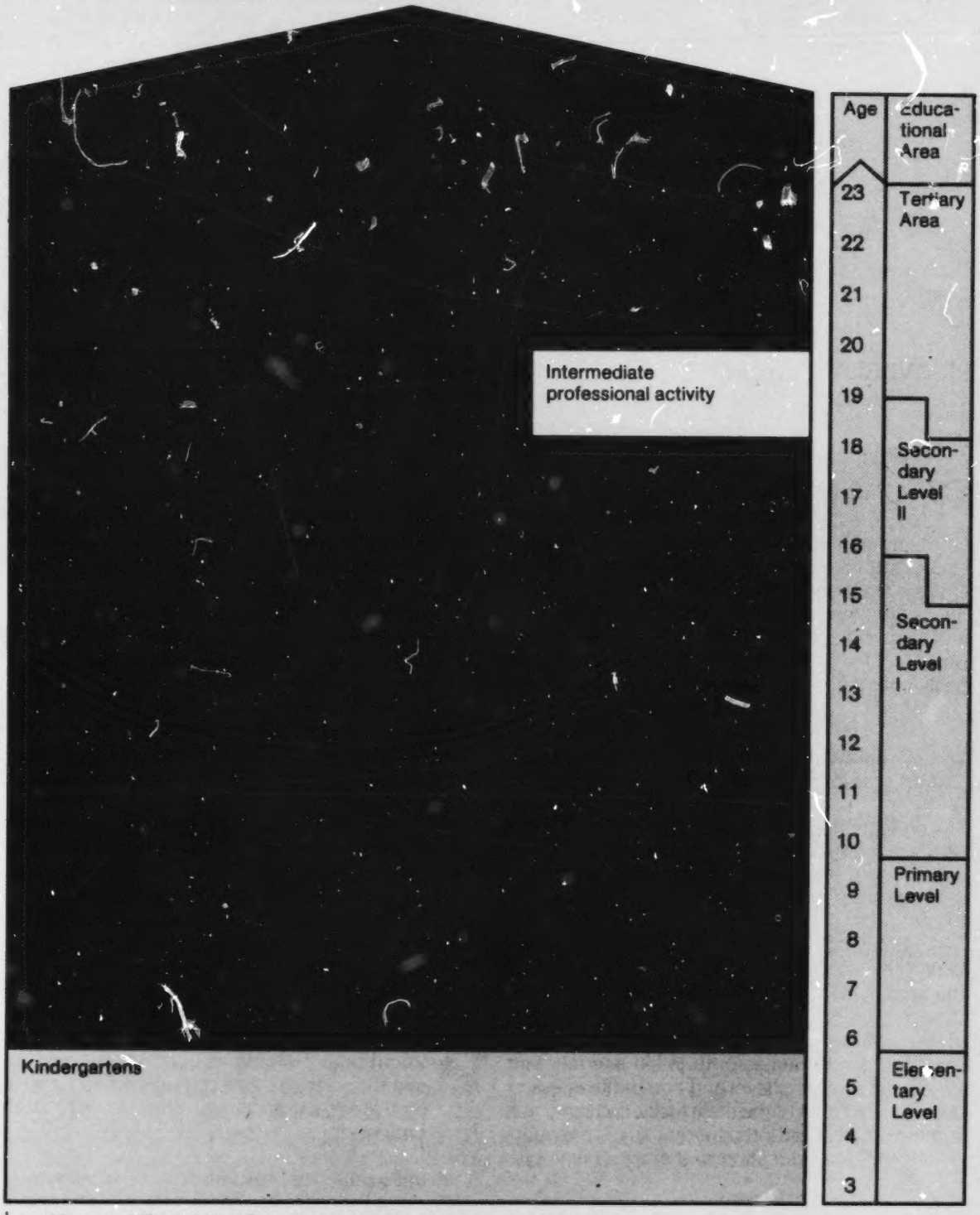
- Easily comprehensible schools in which parents, teachers and pupils enjoy equal responsibility
- Equality for private (alternative) schools such as *Walderfschulen*, *Glocksee-Schule* etc. in order to reap the experience of these schools in state schools
- A uniform, integrated school system, i.e. where all pupils are educated to Class 10 and where all pupils receive a uniform school leaving certificate for which they have received individual tuition
- Smaller classes
- Recognition of final training certificates by both teachers and pupils in all *Bundesländer*
- Complete removal of all admission restrictions in higher education.

II. DIAGRAM OF THE EDUCATION SYSTEM

The education system in the Federal Republic of Germany can be broken down as follows:

- kindergartens and preschool facilities (elementary level)
- *Grundschulen* (Primary Level), *Hauptschulen*, *Realschulen*, *Gymnasien* and *Gesamtschulen (Sekundarbereich I)* and the *gymnasiale Oberstufe*,

Basic structure of the education system in the Federal Republic of Germany



[1] In 1981 some 20% of all Main School pupils completed a 10th year at Main School

[2] In 1981 about 64% of all pupils in Classes 5 and 6 completed the Orientation Level

- Schematic diagram of the typical structure of the education system in the Federal Republic of Germany. There are certain deviations in some of the Bundesländer.
- The classification age/educational institute is based on pupils entering the education system at the earliest possible age and following an uninterrupted educational course.
- The size of the squares does not proportionally represent attendance level.

E 3

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- Vocational schools and vocational training facilities in firms and intercompany training centres *(Sekundarbereich II)*
- Universities and colleges and
- Further education establishments.

The diagram on page 7 offers a highly simplified picture of the structure of the education system. Special programmes offered by only some of the *Bundesländer* within the education system are not included. The diagram also provides no details of special/remedial education facilities. The elementary areas *(Elementarbereich)* and further education *(Weiterbildung)* are not the subject of this diagram and have only been included to provide a better overall picture.

III. OVERLAPPING FEATURES

1. Compulsory education

Compulsory education *(Schulpflicht)* begins on reaching the age of 6 in the Federal Republic of Germany. As a general rule, full-time compulsory school attendance ends after a period of 9 years, in some *Bundesländer* after 10 years. Pupils who have completed 9 (or 10) years of full-time school and leave school are normally obliged to attend a *Berufsschule* (Vocational School) on a part-time basis until their 18th birthday.

2. Coordination between the education and employment systems

The education system provides a large number of qualifications via the general and vocational training courses. The knowledge, ability, skills and sense of values acquired in this way are designed to enable the rising generation to be fully aware of their rights and obligations in society: at the same time, they also form the basis of a career within the employment system.

In view of the special importance of education for individual opportunities both in life and job, and for the achievement level and competitiveness of the economy, one of the main tasks, confronting a highly-technicalized industrial society, is the coordination of the education and employment systems.

The *Bund-Länder-Kommission für Bildungsplanung and Forschungsförderung* (see above) have taken the following as their objectives in this connection:

- Educational programmes must take the requirements of the employments system much more into account and promote greater vocational flexibility by a broadly-conceived basic training programme
- The quality of training and its relation to practice must continue to be improved in all areas. Achievement and talent must be promoted to a much greater extent and in a differentiated manner in view of changed qualification requirements
- Young persons must be informed about the changing conditions on the employment market and the existing opportunities and risks
- The permeability of educational courses must be maintained: the willingness and ability on the part of individuals to adapt to new requirements must be increased
- Vocational training programmes must be expanded to provide those entitled to enter higher education with an alternative to study courses
- Individual opportunities of employment must be improved by the further expansion of programmes for the acquisition of additional qualifications – also in further training.

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3. The equal value of general and vocational education

The equal value of vocational and general education has still hardly got further than the initial stages. Vocational final certificates provide only limited entitlement to secondary education at the moment. Greater equality of vocational education vis-à-vis general education presumes that advancement via vocational training and achievement acquire the same rating in future as advancements through entitlements acquired in the general education school system.

In this connection, the central committee of the Federal Institute of Vocational Training has demanded that

- the differing nature of general and vocational education courses be respected in regard to the question of equal value *(Gleichwertigkeit)* and that vocational final certificates *(Berufsbildungsabschlüsse)* should carry the same entitlements as general education certificates – whilst retaining their own individual value;
- the successful completion of a recognized course of trade training should be open up the path to scholastic and vocational education courses and careers which, by tradition, require an intermediate general school certificate
- on the strength of the equal status regulation, persons successfully passing further training examinations according to the *Berufsbildungsgesetz* (Vocational Training Act) and the *Handwerksordnung* (Crafts Code), i.e. qualifications as *Handwerksmei-*

Kindergarten – Subject: imitating the rhythm of the rain. Children learn how to handle musical instruments and to acquire a sense of rhythm. *Photo: INP/Danetzki*

ster, Industriemeister or in the commercial sector, should be granted access to *Fachhochschule*, i.e. polytechnics

- general and vocational education certificates should be regarded as being of equal value for entitlement rights to a career in public service.

The opportunity already exists in the *Bundesländer* for persons who have completed a course of trade training, a period of professional practice, in some cases following further training measures, to acquire, by means of special entrance examinations, the general entitlement to higher education studies, a subjectied entitlement or the entitlement to study at a *Fachhochschule*, i.e. polytechnic. In 1982, the KMK (see above) came to an agreement on university entrance for particularly able working persons: according to this agreement, such persons are now in a position to acquire an entitlement to higher education studies.

4. Cooperation between parents and school

The *Grundgesetz* (Constitution) of the Federal Republic of Germany states in Article 6, Paragraph 2: "Care and education of children are the natural right of parents and their main duty. The state community watches over their activity." Article 7, Paragraph 1 states: "The overall school system is subject to state supervision."

Accordingly, parents and the state community *(staatliche Gemeinschaft)* have a joint educational commitment which can only be fulfilled in purposeful cooperation between parents and schools. The basic principles and details of this cooperation are laid down in the constitutions or the school legislation of the *Bundesländer* or other federal state school regulations.

In the context of various resolutions in relation to both basic and special aspects, the KMK has underlined the necessity of collaboration between the parental home and school:

- In the KMK resolution on *Selbstverwaltung der Schule* (School Autonomy) made in November 1961 it states (in the 1971 version): "The local authorities, the teaching body ..., the parents (representative body) and the pupils are to be involved in the administration and shaping of the school system ..."
- In the resolution of May 1973 on *"Zur Stellung des Schülers in der Schule"* (The pupils' place in school), it states, inter alia, "Schools must give parents the opportunity of responsible cooperation".

Cooperation between parents and schools is especially important when decisions on the childs' further school career are being made, when a child has particular problems or when handicapped children need the best-possible help.

Apart from the collaboration between teachers and the parents of individual children, cooperation between school and parental home takes place within the activity of institutionalized representative parent bodies for which there is a legal basis in all the *Bundesländer*.

5. The position of pupils in schools

In May 1973 the KMK approved a resolution on the position of pupils in schools in which, inter alia, the basic principles on the rights of the individual pupil and pupil representative bodies were formulated.

The rights of pupils must always be seen in relation to those of the teachers and parents and the school administration's responsibilities.

All pupils have the right to direct information and participation in school matters, i.e. *Mitwirkung*, which they enjoy partly as individuals and partly as members of a class or group.

Apart from the individual safeguarding of interests by pupils themselves, the interests of the pupils as a whole are the responsibility of an elected body *(Schülervertretung)*. The KMK made a recommendation to this effect in October 1968, based on the sound educational concept of training pupils step by step towards independent cooperation within society. The main task of this pupil council is to provide the opportunity to participate in the decision-making process in schools.

The same resolution also regulates procedure for the publication of school magazines. They are intended to enrich school life through the exchange of ideas, reports and criticisms, to encourage all those concerned to cooperate and thus help fulfil the schools commitments as a whole.

6. Private schools/non-state schools

Article 7, Paragraph 4 of the *Grundgesetz* guarantees "the right to set up private schools.". Frequent use is made of this right. Currently, there are some 3,500 private schools in the Federal Republic of Germany, including numerous boarding schools. They are run by the Catholic and Protestant Churches, associations and private persons. Consequently, the intellectual spectrum of these schools includes denominational educational tradition, elements of the youth movement *(Jugendbewegung)* from the turn of the century, social-pedagogical and anthropological concepts. Some are purely commercial concerns.

Private schools are authorized by the state and – depending on the *Bundesland* – given financial assistance. They either have the status of *Ergänzungsschulen* (Supplementary Schools) which may not hold examinations, or *Ersatzschulen* (Substitute Schools) which may hold examinations and issue reports and certificates *(Zeugnisse* and *Abschlüsse)* recognized by the state. Private schools are not infrequently regarded as an educational alternative to state institutions. They operate under special conditions, however: they can select both pupils and teaching staff, are not so rigidly tied to state regulations in regard to the choice of teaching material, the number of weekly lessons and proof of attainment.

The number of pupils at private schools providing general and vocational education has grown steadily since 1960, as the following figures show: 276,000 (1960), 395,000 (1970), 588,000 (1980) and 606,000 (1982). Even so, the number of these pupils at schools providing general education is under 5% – but as high as 10% at *Gymnasien.*

Kindergarten, Bonn-Kessenich – Subject: a) the origin of the rainbow, b) learning the primary colours. By making their own rainbow, children learn about the origin of the rainbow and its primary colours. *Photo: INP/Danetzki*

German lesson – Subject: orthography. This school specializes in the teaching of German which is taught there to children of various nationalities.

Photo: INP/Danetzki

7. The children of foreign parents

In the Autumn of 1982 there were 843,500 foreign children attending schools in the Federal Republic of Germany. Of these, 723,300 were attending schools providing general education, i.e. half a million more than 1970.

Thus the number of foreign pupils has increased federal-wide to 7.7% of the total school population. In 1970 it was no more than 1.7% and in 1975 3.7%.

Broken down into types of schools, the number of foreign children, expressed as a percentage of the federal-wide pupil population, offered the following picture in 1982: Grundschulen 14.1%, *Hauptschulen* 13.1%, *Sonderschulen* 11.2%, *Realschulen* 2.9%, *Gymnasien* 2.3% and *Gesamtschulen* 11.2%. Regionally, the percentage of foreign pupils is much higher: in Berlin (West) it comes to 36.7% in *Grundschulen* and 42.1% in *Hauptschulen*. In some areas of Berlin (West) and other major cities, the number of foreign children is even in the majority.

Of the overall total of foreign pupils at schools providing general education in 1982, 86.9% came from one of the six original (foreign worker) recruiting countries, known as *Anwerbeländer* in German: 3 9,932 were Turkish, 78,337 Italian, 77,346 Yugoslavian, 51,646 Greek, 23,836 Spanish, 18,389 Portuguese. The remaining 93,810 foreign pupils hailed from various other countries.

The number of foreign children born in the Federal Republic of Germany is growing year by year: a figure of 60% was registered on 30 September 1983. On 1 January 1983, of all Turkish children under 6 years of age whose parents are resident in the Federal Republic of Germany, 198,978 (83.8%) were living with their parents here and only 38,571 (16.2%) in Turkey. This means that the process of families joining the father (or both parents) in the Federal Republic of Germany has been more or less completed.

Foreign schoolchildren have the same rights – and obligations – as German pupils. Mastering the German language is one of the most important requirements for foreign children if they are to fit into their environment and obtain scholastic and/or vocational qualifications. Even so, the fostering of their own culture and language is also very important. This leaves the door open for a smooth return to their native lands at a later date.

In order to fulfil these commitments, the KMK agreement entitled *Unterricht für Kinder ausländischer Arbeitnehmer* (Instruction for the children of foreign workers) has set out the organizational forms to be taken by courses offered, in addition to normal classes *(Regelklassen)*:

- Preparation classes
- Classes in which the language of instruction is the mother tongue and German
- Intensive courses
- Promotive instruction.

This pattern of special courses has been introduced in the *Bundesländer* in line with prevailing circumstances and further developed on the basis of experience gained.

Foreign children and young persons with the necessary knowledge of the German language are, as a matter of principle, placed in normal classes according to their attainment and age. Children born in the Federal Republic of Germany and who have had the opportunity to attend *Kindergarten*, usually enter Class/Grade 1 at *Grundschule*. The number of such children is growing. Children and young persons are offered help to ease the transfer.

The biggest headaches are caused by foreign teenagers who do not come to the Federal Republic of Germany until their obligation to attend school *(Schulpflicht)* is almost at and end. They are usually assembled and taught in special classes. Young persons arriving at so late a stage are frequently no longer able to obtain their *Hauptschulabschluß*, i.e. Main School Certificate. This makes their vocational integration all the more difficult. In this connction, their parents do not seem to be adequately informed about the importance of continuous, long-term school education.

In areas with a high percentage of foreign residents, there are often no *Regelklassen*, i.e. regular classes, with German pupils that foreign children can enter. They have to be sent to schools with a smaller number of foreign pupils or taken into regular classes specially created for them.

According to the KMK Agreement *Unterricht für Kinder ausländischer Arbeitnehmer* (see above), foreign pupils are often offered 3 to 6 supplementary lessons a week in their mother tongue by native-speaker teachers. These lessons use textbooks and curricula from the pupils own country although such teaching does not give sufficient consideration to the foreign children's experiences in the Federal Republic of Germany. What is more, there is hardly any interlinking with German classroom instruction.

8. Promotion of the exceptionally talented

Whereas there are no fewer than 8 special schemes offering promotion measures for highly-gifted students in higher education (about 1% of all students), systematic promotion of talented young pupils in schools has been non-existent since the end of World War II (unlike many other countries in East and West) in the Federal Republic of Germany. True, the varied pattern of the school system does offer a programme which caters for both ability and inclination; even so, drawing attention to Article 2, Paragraph 1 of the *Grundgesetz* (Everyone has the right to free development of personality) and the need for competitive ability internationally, the demand for special promotive measures for exceptionally-able pupils is growing ever louder. This is regarded as a necessary extension of the measures already in existence to help pupils of normal talent and those who are disadvantaged.

There is evidence to suggest that, despite considerable uncertainty in regard to the definition of "exceptional talent" and the absence of convincing diagnostic machinery – not to mention pronounced social and educational reservations – increased efforts are being made to develop suitable measures to promote highly-gifted young persons following systematic campaigns in both the public and private sectors.

9. Careers advice

Counselling in schools is basically concerned with offering advice on scholastic careers or individual

The Wilhelm Gericke Grundschule *(Primary School) in Berlin (West)* *Photo: INP/Bundesbildstelle*

psychological matters. *Berufsberatung* (Careers Advice), on the other hand, acquires a special measure of importance when pupils are about to move from school to vocational training or a job – in line with resolutions approved by the KMK in 1973 and 1977.

The *Bundesanstalt für Arbeit (BfA)*, i.e. Federal Institute of Labour, whose brief includes a Careers Advice Service, concluded a *Rahmenvereinbarung über die Zusammenarbeit von Schule und Berufsberatung* (Framework Agreement on Co-operation between Schools and Careers Advice) with the KMK in 1971. Following the necessary legislative procedure, this has taken effect in the *Bundesländer*. According to the Agreement, the BfA offices and educational administration keep each other informed on matters of mutual interest. The aim is good teamwork and agreement at different levels – taking regional circumstances into account in each case.

In order to help pupils in their choice of future profession, Careers Advice offers an orientation guide to the employment-market situation, and appropriate vocational courses, insight into various career areas and provides information on the qualifications required and opportunities of personal advancement.

Preparation for choice of career is included in the school curriculum. On the strength of various agreements, Careers Advice has been given the opportunity to operate in schools – either with classes or groups. In this connection, brochures compiled by the BfA, in cooperation with schools, play an important part in preparing pupils for their eventual choice of career.

Basically, counselling in schools is regarded as part of every teacher's duties. In addition, there are specially trained staff to provide expert assistance in careers advice. They include careers teachers, school psychologists, social education experts etc. The Careers Advice Service provided by the BfA is carried out by trained personnel who have to complete a special studies course in this subject at a *Fachhochschule* (Polytechnic).

Apart from general careers advice, aimed principally at pupils at *Hauptschule, Realschulen* and relative age groups at *Gesamtschulen*, there are also specialist advisers for handicapped children, *Abiturienten* (holders of the *Abitur* or Higher School Certificate) and students. Student counselling includes general advice on studies and study courses. It is carried out by higher education institutes.

The quality of careers advice has been improved by the provision of information facilities in recent years which, in the foreseeable future, will be available to all throughout the Federal Republic of Germany. Everyone has access to an extensive range of differentiated informative literature and audio-visual media. Taking advantage of individual or group advice is purely voluntary. Pupils are merely expected to participate in careers-choice instruction in schools and in the initial school discussion.

In order to provide safeguards in regard to the question of suitability for a specific profession, employment administration can call on its own psychological and medical services whenever necessary. This, too, is on a purely voluntary basis.

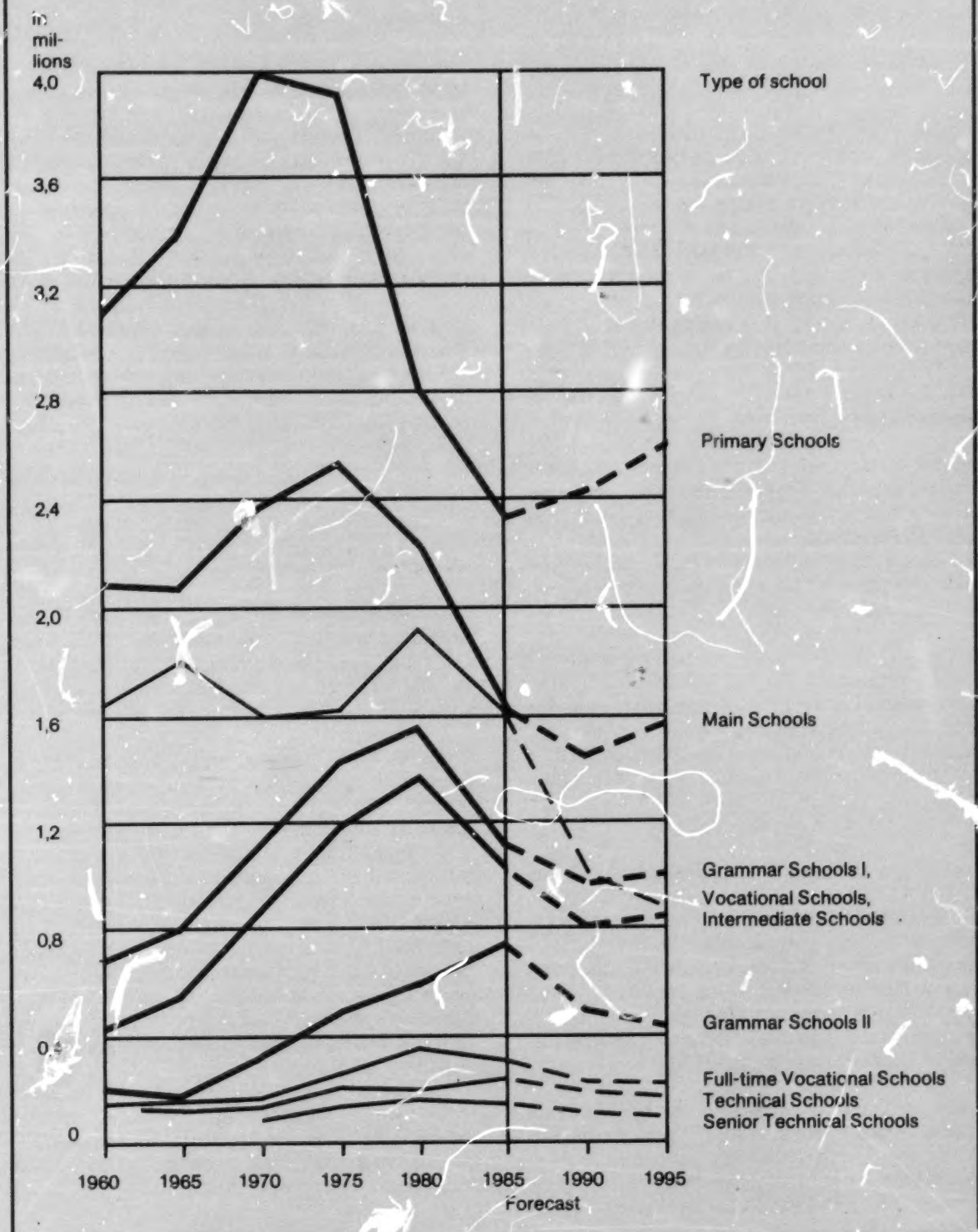
10. School textbooks

In accordance with a resolution aproved by the KMK in June 1972, only textbooks which have been approved by the *Kultusministerium* (Ministry of Education) concerned, can be used in schools in the Federal Republic of Germany.

A school book receives approval if its content does not violate general constitutional principles or legal statutes and if it fulfils the requirements of curricula and guidelines (*Lehrpläne* and *Richtlinien)* didactically, methodologically and subject-matter wise. An application for the approval of a school text must, first and foremost, provide details of price, and for which school type and class level it is intended. The examination procedure lasts 3 to 6 months as a rule and approval is subject to revocation. Such revocation can take place, for instance, if the book no longer conforms with the findings of specialized, pedagogical or didactical research.

In line with the current practice in all *Bundesländer*, several books are approved for all subjects, school types and class levels. This leaves the teacher relatively free to choose a certain school text.

Pupils at general education and vocational schools



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IV. DESCRIPTION OF THE SCHOOL SYSTEM

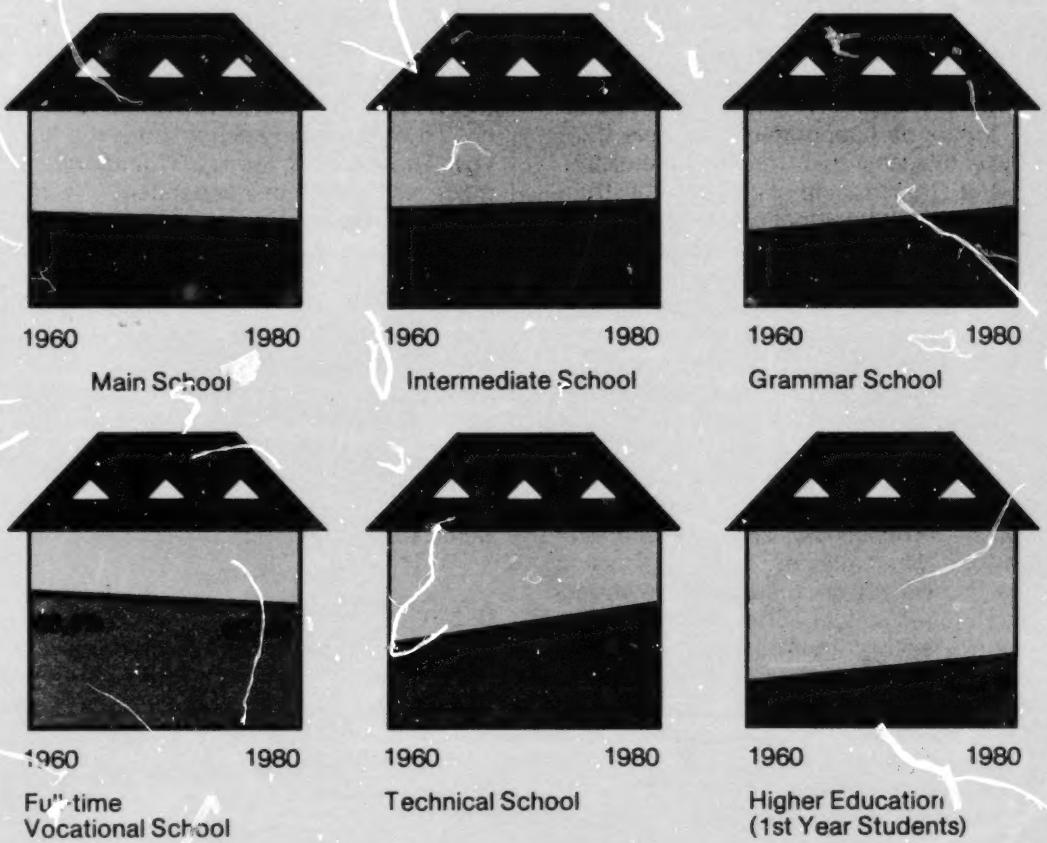
Apart from the qualitative description of the school system given in this section, there is also an outline of quantitative development related to the type of school in each case. The diagrams illustrate on pages 16 and 17 the extent of this process of change which will determine the rate of capacity utilization in the various types of schools from the mid-80s onwards:

1. Schools providing general education

a) *Grundschule*

The lowest school level for all pupils within the school system is the *Primarbereich* known as *Grundschule* (Primary School). It covers the first four years at school – the first six in Berlin (West). The objects and aims of the *Grundschule* are

Percentage of girls and women in the different school forms



boys girls

determined by its place within the school system. Accordingly, the *Grundschule* is to provide the basis for secondary education *(weiterführende Bildung)* whilst giving the greatest possible consideration to the particular ability and interests of the individual pupils.

The *Primarbereich* can also include *Schulkindergärten* (School Kindergartens), *Vorklassen* (Pre-Classes), *Vorschulklassen* (Pre-School Classes) and *Eingangsstufen* (Entry Levels) – provided they are not a part of the *Elementarbereich* (Elementary Level) in certain of the *Bundesländer*. There are facilities for five year olds which prepare the latter for their transfer to *Grundschule* – and facilities for children of school age who are not considered ready yet. The names of these various facilities are not identical in all the *Bundesländer*.

Apart from reading and writing lessons in their mother tongue, pupils at *Grundschule* also receive *Sachunterricht* which provides them with a basis for subjects they will be taking later: *Sozialkunde* (Social Affairs), *Geschichte* (History), *Erdkunde* (Geography), *Biologie* (Biology), *Physik* (Physics) and *Chemie* (Chemistry). The pupils at *Grundschule* also receive instruction in *Mathematik* (Mathematics), *Religionslehre* (Religion) – in Bremen teaching is restricted to biblical history in general Christian terms – *Musik* (Music), *Kunsterziehung* (Art), *Handarbeit* (Needlework) or *Werken* (Crafts) and *Leibesübungen* (Physical Education). All subjects are compulsory. The number of weekly lessons, depending on the Year, comes to between 20 and 30.

Teachers at *Grundschulen* obtain their qualification by six semesters of study (minimum) at a *Pädagogische Hochschule*, an *Erziehungswissenschaftliche Hochschule* (Teacher Training Institutes) at university or comprehensive university *(Gesamthochschule)*. The *Vorbereitungsdienst*, i.e. the second training period, takes 18 months in most *Bundesländer*, and even two years in others. *Studium* (Studies) and *Vorbereitungsdienst* (Teacher Training) culminate in *Staatsprüfungen* (State Examinations).

On completion of *Grundschule*, pupils go on to *weiterführende Schulen* (Secondary Schools). The actual form of school chosen – the procedure differs from federal state to federal state – depends on the recommendation or report *(Gutachten)* by the *Grundschule* itself, the wish or choice of the parents and the achievement level *(Zeugnisnoten*, i.e. marks or grades on school report) of the individual pupil and/or an entrance examination *(Aufnahmeprüfung)*.

The pupil population in *Grundschulen* came to just under 4 million in 1970 and peaked at 4.17 million in 1972. Thereafter the numbers began to decline – slowly at first before accelerating at a rapid rate. By 1980 the level had dropped to 2.8 million pupils. This figure is expected to drop further to 2.3 million by 1985 before it begins to rise slowly once more.

The *Orientierungsstufe*

In some of the *Bundesländer* Classes/Grades 5 and 6 form what is known as an *Orientierungsstufe* (Orientation Level). It is differently organized and designated from federal state to federal state. It has such names as *Beobachtungsstufe, Förderstufe, Orientierungsstufe*. It is the job of the *Orientierungsstufe* to provide parents, pupils and teachers with a better basis for the eventual choice of secondary school after the 6th school year. There are two forms of *Orientierungsstufen:* those which are run independent of school type and those which are an integral part of a particular form of school. In some of the *Bundesländer* they exist side-by-side. The *schulformabhängige Orientierungsstufen*, i.e. those which are part of a particular type of school, are allocated to *Sekundarbereich I*, i.e. Secondary Level I. The *schulformunabhängige Orientierungsstufe* is an independent school type.

The functions of the *Orientierungsstufe* are fulfilled by Classes/Grades 5 and 6 at *Grundschulen* in Berlin (West).

b) *Hauptschulen*

The *Hauptschule* is compulsory for all those pupils who, on completion of *Grundschule* do not go to another type of secondary school. This finishes in Class/Grade 9 in some of the *Bundesländer* and Class 10 in others. A voluntary 10th year of schooling is offered in most of the *Bundesländer*.

The basic aim of the *Hauptschule* is to enable pupils to continue their education in *Sekundarbereich II* (Secondary Level II) either at a school providing general or vocational education. One of the

main points of concentration at *Hauptschulen* is providing pupils with knowledge of the professional and working world, designed to help them in their eventual choice of career.

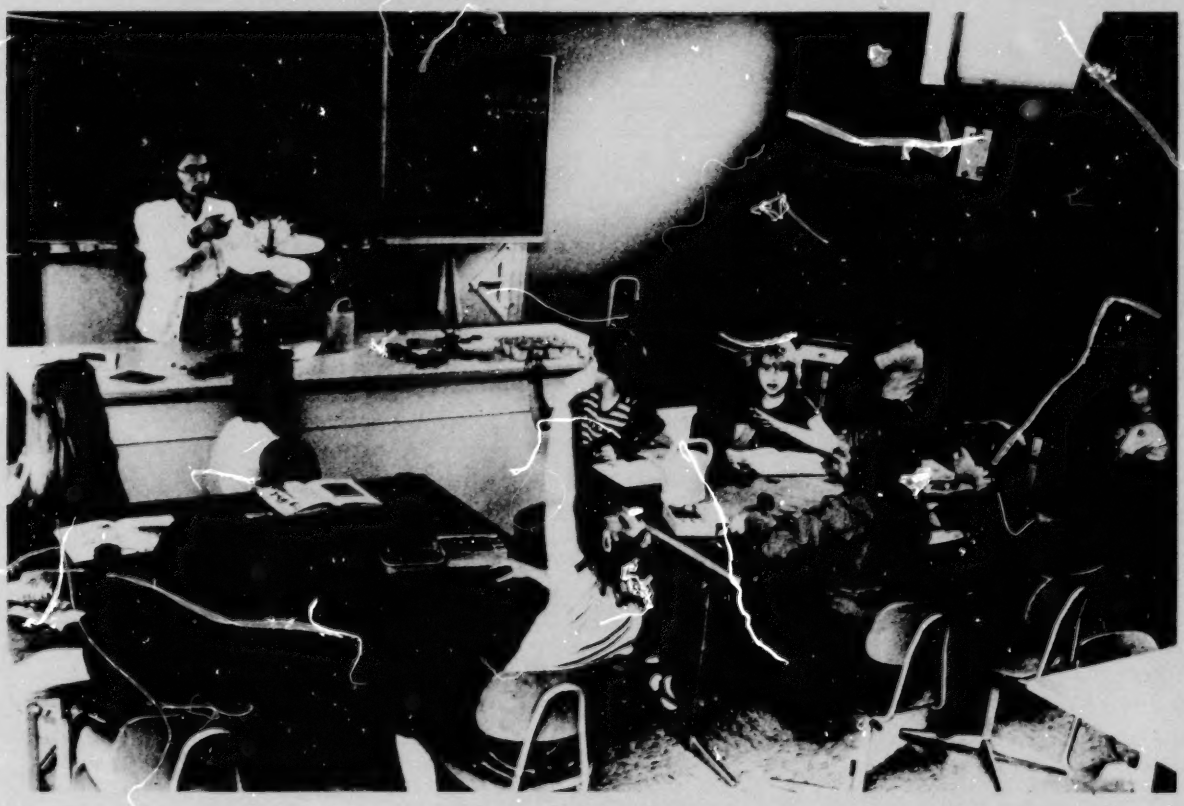
The curriculum at *Hauptschule* includes the following compulsory subjects for all pupils: *Deutsch* (German), *Fremdsprache* (Foreign Language), *Mathematik* (Mathematics), *Physik/Chemie* (Physics/Chemistry), *Biologie* (Biology), *Erdkunde* (Geography), *Geschichte* (History), *Arbeitslehre* (Working World Practices), *Religionslehre* (Religious Instruction), *Musik* (Music), *Kunsterziehung* (Art), *Politik* (Politics) and *Leibeserziehung* (Physical Education); in Bavaria the subjects *Erziehungskunde* (Education) and *Haushalts- und Wirtschaftskunde* (Home Economics) are also part of the timetable. There are differentiated *Leistungskurse* (Main Courses) for Mathematics and Foreign Languages to be better able to cater for the varying ability of the pupils, to make qualified final certificates possible and to facilitate the transfer to another type of secondary school. The number of weekly lessons is between 30 and 33.

Training and qualification requirements are the same as for *Grundschulen* (see above).

2.4 million pupils were attending *Hauptschulen* in 1970. This figure peaked at 2.5 million in 1976. By 1980 the number had dropped to 2.2 million and will reach an estimated all-time low of 1.4 million by 1990. Thereafter numbers are expected to increase slightly.

c) *Realschule*

The *Realschule* goes to Class/Grade 10 in *Sekundarbereich I*, with an initial intake at Class 5. There is also the *dreiklassige Aufbauform* (3-Class Continuation Form) for *Hauptschule* pupils who then do not transfer until completion of Class 7. The *Realschule* prepares its pupils for jobs calling for independence, responsibility and leadership in the various vocational areas (for details see 2.a).



Grundschule *(Primary School) – biology lesson. Subject: flora – the parts of plants.* *Photo: INP/Danetzki*

The aim of the *Realschule* is to provide the foundation for further basic training and marked differentiation programmes providing the preconditions for various educational courses in *Sekundarbereich II*. In this connection systematics and attainment level in classroom instruction are governed by the length of the educational course, the level of differentation in the programmes and the requirements of the desired final certificate. In the optional subject programme, which currently begins in Class 7, the points of main concentration in the learning process are tailored to the talents, ability and inclinations of the pupils, particularly in the Mathematical-Scientific, Economics-Social Affairs, Social Welfare, in the Technical and Liberal Arts areas. The manner and extent of these educational programmes differs from federal state to federal state.

The *Realschule* differs from the *Hauptschule* by an extended foreign language programme (two foreign languages, one of which is compulsory) as well as the attempt to tackle the systematics of subjects more intensively. The number of weekly lessons is between 30 and 34.

An educational career at a *Realschule* culminates in a *Realschulabschluß* (Intermediate School Certificate): it is the necessary qualification to attend a number of vocational schools, *Fachoberschule* (Senior Technical School) and, if certain achievement standards are fulfilled, the *Oberstufe* (Classes 11, 12, 13) at *Gymnasium*.

Teacher study courses *(Studium für das Lehramt)* at *Realschulen* (provided it has not been amalgamated with teacher study courses for *Grund- und Hauptschulen*) takes place at *Pädagogische Hochschulen, Erziehungswissenschaftliche Hochschulen,* universities or *Gesamthochschulen* (see above). The training takes at least six semesters. On completion of the training/study courses for teachers at *Grundschulen* and *Hauptschulen*, those so desiring may take advantage of the *Aufbaustudium* (Continuation Studies) for a teaching post at *Realschulen*. The *Vorbereitungsdienst* (see above) lasts 18 months (or two years) depending on the *Bundesland*. Like the other teacher training courses mentioned above, the *Studium and Vorbereitungszeit* culminate in *Staatsprüfungen* (see above).

The importance of the *Realschule* has steadily grown in recent years. The number of pupils attending a school of this nature came to no more than 430,000 in 1960. By 1970 the number had doubled and had climbed to 1.35 million by 1980. This was the all-time peak: by 1991 it is reckoned that the level will have dropped to around 814,000. A slight rise is anticipated after this time.

d) *Gymnasien*

Gymnasien (Grammar Schools) are institutions providing general education to Class/Grade 13, the successful completion of which (the acquisition of *Abitur*, i.e. Higher School Certificate) means direct access to a course of studies at a university *(Wissenschaftliche Hochschule/Universität)*. This qualification is also called *Hochschulreife*, i.e. University Entrance Qualification. There are *Gymnasien* whose *Reifezeugnis*, i.e. *Abitur* or Higher School Certificate, provides those obtaining it with an entrance qualification to any course of study. Such a qualification is also known as *allgemeine Hochschulreife*. There are other types of *Gymnasium* which issue such final certificates restricting those holding it to admission to a particular subject or subject group. This is known as *fachgebundene Hochschulreife*. The aim of a *Gymnasium* it to provide, over and above a basic secondary education, the basic requirements to be able to study and enter upon the relative vocational training courses – by gradual introduction to scientific subject content and methods. Classes 5 (or 7) to 10 are committed to providing a broad foundation for individual specialization and to keeping open the door to other educational/training courses.

There are *Gymnasien* of the normal type and others of a continuation pattern. They offer a graded system of options. The number and sequence of foreign languages are a typical optional pattern. Within the differentiation possibilities in Class 9, further main points of concentration in the learning process are offered, e.g. in languages, mathematics/science, economics and liberal arts. In this way allowance is made for the various talents of a broad area of the school population.

Following the KMK Agreement of July 1972, the *Oberstufe* at *Gymnasium*, i.e. Classes 11, 12 and 13, was redesigned on a differentiated pattern of *Grundkurse* (Basic Courses) and *Leistungskurse* (Special Main Courses), which allowed a greater degree of specialization (than was hitherto the case) whilst still preserving a basic programme of

general education. As a result, the pattern of differentiation in the optional subjects is based on a broad foundation of compulsory *Grundkurse* in three subject areas, i.e. Language – Literature, Mathematics – Science – Technology and Social Sciences. The range of subjects which can be taught as *Grundkurse* or *Leistungskurse* include *Deutsch* (German), *Fremdsprachen* (Foreign Languages), *Bildende Kunst* (Art), *Musik* (Music), *Philosophie* (Philosophy), *Religionslehre* (Religious Instruction), *Religionskunde* (Religious Affairs), *Gemeinschaftskunde* (Social Studies), *Wirtschaftslehre* (Economics), *Mathematik* (Mathematics), *Physik* (Physics), *Chemie* (Chemistry) and *Biologie* (Biology). New subjects can be included in the range offered, particularly in the pattern of options, provided they are agreed by Education Authorities: *Pädagogik* (Pedagogics), *Psychologie* (Psychology), *Soziologie* (Sociology), *Rechtskunde* (Legal Affairs), *Geologie* (Geology), *Astronomie* (Astronomy), *Technologie* (Technology), *Statistik* (Statistics), *Datenverarbeitung* (Data Processing) and others. Subjects considered suitable as *Leistungskurse* or options *(Wahlbereich)* include: *Geschichte* (History), *Erdkunde* (Geography) and *Sozialkunde* (Social Affairs). As a rule, *Sport* (Physical Education) is included in the *Grundkurse*.

Every pupil must take two *Leistungsfächer:* one of these must be a foreign language or Mathematics or a Natural Science.

For their *Abitur* candidates must take four examination subjects. Whilst displaying familiarity with the subjects mentioned above, they must offer specialized knowledge in depth in their *Leistungsfächer* (Main Subjects). The *Abitur* examination is both written and oral. Proof of *allgemeine Hochschulreife* (see above) is achieved if the candidate scores at least one-third of the attainable points in his *Grundkurse, Leistungskurse* and *Abitur* examination.

This organizational reform of the *gymnasiale Oberstufe* was accompanied by intensive efforts

Grundschule *(Primary School), Bonn-Duisdorf – biology lesson. Subject: flora – Plant-growing in the school garden.*
Photo: INP/Danetzki

to reform subject content. The latter included greater weighting of educational aspects *(erzieherisch* and *pädagogisch)* which are so important in the promotion of pupils' own sense of responsibility – apart from the inclusion of curriculum work.

In order to qualify, teachers at *Gymnasien* have to study for a minimum of eight semesters at a university or *Gesamthochschule* (see above) and complete 18 months teacher training, i. e. *Vorbereitungsdienst* (or two years in Bavaria, Northrhine-Westphalia, the Saarland and Schleswig-Holstein). Studies and training, as in the case ot the teachers at the other secondary schools, culminate in a *Staatsprüfung* (see above).

The importance of *Gymnasien* in the Federal Republic of Germany has grown considerably in the last few years. The pupil population at *Gymnasien* in 1970 came to a million or so in the *Mittelstufe* (Classes 7 to 10) but had risen to over 1.5 million by 1980: in the *Oberstufe* the level increased from 300,000 (1970) to 600,000 during the same period. It is assumed that the overall number will now drop in line with demographic developments.

e) *Gesamtschule*

In *Sekundarbereich I*, the *Gesamtschule* (see above) has Classes 5 (or 7) to 10.

The aim of the *Gesamtschule* is to combine the educational programmes, qualifications and final certificates of all types of schools. Accordingly, they prepare pupils for their transfer to study or vocational-qualifying courses in *Sekundarbereich II*. Over and above this, many *Gesamtschulen* offer study-qualifying courses leading to *Hochschulreife* (see above).

There are different types of *Gesamtschule:* mainly the *integrierte Gesamtschule* and the *kooperative Gesamtschule* (Integrated and Co-operative Comprehensive Schools).

- *Integrierte Gesamtschulen* do not differentiate between the various types of schools in *Sekundarbereich I:* all pupils are placed in Year Groups *(Jahrgangsstufen)*. Depending on the subject, pupils are taught in (externally) non-differentiated basic groups and differentiated courses. If the necessary standards are realized, *Abschlüsse* (School Leaving Certificates) are issued on completion of Class 9 or 10, as they would be at the various types of school within the three-pillar system in *Sekundarbereich I*.

- *Kooperative Gesamtschulen* are different. Here *Hauptschule, Realschule* and *Gymnasium* are situated on the same premises but continue to exist in their independent forms as schools, departments or streams. By means of educational measures and organizational coordination, they also work in different ways together as Year Groups. *Kooperative Gesamtschulen* can have overall directorship. Even so, the different types of courses provided by the various school types and their final certificates are retained.

Some federal states have included the *Gesamtschule*, as a regular school *(Regelschule)* in their school system, alongside the traditional forms of *Hauptschule, Realschule* and *Gymnasium:* other *Bundesländer* are still experimenting with various types of *Gesamtschule*. A KMK Agreement in May 1982 on the mutual recognition of *Abschlüsse* at *integrierte Gesamtschulen* finally brought to an end the controversy about the position of these schools within the differentiated (three-pillar) pattern of schools in *Sekundarbereich I*.

Teachers at *Gesamtschulen* have varying qualifications as they would have within the three-pillared system. In other words, there are teachers with qualifications to teach at *Grundschulen, Hauptschulen, Realschulen* or *Gymnasien*.

In 1975 some 165,000 pupils were attending the 216 *Gesamtschulen* existing at that time: this number had grown to 220,000 at 235 such schools by 1980. It is estimated that this figure, which peaked at 226,000 at 285 such schools in 1982, will probably drop to 155,000 by 1990 and then rise slightly once more. In this connection it should be pointed out that *Gesamtschulen* represent less than 1% of all schools providing general education in the Federal Republic of Germany and that less than 3% of all pupils of a Year Group attend these schools.

f) *Sonderschulen*

Sonderschulen (Special or Remedial Schools) provide education and training for pupils who, as

the result of physical, mental or psychic handicaps, are not able to take part in the courses offered at normal pupils.

The organizational form of these schools varies according to local circumstances and the manner of handicap involved. There are, for instance, individual classes attached to normal schools, i.e. *Grundschulen* and *Hauptschulen*, as well as *Sonderschulen* in the form of half-day and all-day schools, and boarding schools. There are 10 different types of *Sonderschulen*. With the exception of *Lernbehinderte* (Slow Learners) and *Geistigbehinderte* (Mentally Handicapped), all *Sonderschulen* operate in accordance with the curricula for general education schools *(Grundschulen, Hauptschulen, Realschulen, Gymnasien)*. The teaching methods and didactical principles used at *Sonderschulen*, however, are tailored to the special needs of the pupils.

For those wishing to become teachers at *Sonderschulen* an additional course of *Sonderpädagogik* must be successfully completed on conclusion of the normal training for *Grund- und Hauptschulen* or eight semesters of independent study. There then follows a special examination. The *Vorbereitungsdienst* (see above) lasts 18 months to two years, depending on the *Bundesland*. Both higher education studies and *Vorbereitungsdienst* culminate in a *Staatsprüfung*.

The number of pupils attending *Sonderschulen* came to 322,000 in 1970: by 1976 the number had grown to 398,000 and dropped to 353,900 by 1980. The figure will drop yet further to 260,000 by 1990.

2. Vocational training in school and firm

a) Vocational training *(berufliche Ausbildung)* commences on completion of compulsory school education (9 or 10 classes) for the majority of 15 to 18 year olds and takes place within the dual system, i.e. in *Berufsschule* (Vocational School) and *Betrieb* (Firm).

aa) *Berufsschule*

Berufsschulen are part of *Sekundarbereich II* (see above) attended by those who must or who are entitled to do so: they are either undergoing their initial trade training or already have a job. It is the responsibility of *Berufsschulen* to teach their pupils general and specialized learning content whilst simultaneously taking the requirements of vocational training into consideration. Instruction is of a part-time nature (up to two days a week) or in continuous sessions *(Blockunterricht)*. It is closely linked with the training in firms, including interplant training centres. Within the framework of *Berufsausbildung*, divided into *Grundausbildung* (Basic Training) and *Fachausbildung* (Specialist Training), the *Grundstufe* can take place in the form of a *Berufsgrundbildungsjahr* (Vocational Foundation Training Year), i.e. a 12-month training programme with practical work-experience, or in the dual, i.e. cooperative system.

Those completing the course are issued with an *Abschlußzeugnis*, i.e. Final Certificate, without taking a special examination. This only makes entrance possible into further training schools *(Fachschulen)* within the vocational education system *(berufliches Bildungswesen)* in conjunction with an examination certificate *(Prüfungszeugnis)* via successful trade training (skilled workers' or journeyman's proficiency certificate).

Instruction at *Berufsschulen* and during the *Berufsgrundbildungsjahr* is given by teachers of general education and teachers of practical subjects. The former obtain their qualifications by eight semesters or higher education studies, one year in a particular practical subject (as a rule) and *Vorbereitungsdienst* of up to two years. Studies and training culminate in *Staatsprüfungen*. The teachers of practical subjects obtain their qualifications by completing an initial course of trade training, further training at a *Fachschule* and basic pedagogical training at special establishments.

The number of pupils at *Berufsschulen*, including *Berufssonderschulen*, i.e. Special Vocational Schools, rose from 1.59 million in 1970 to 1.86 million in 1980. By 1983 the number had dropped to 1.81 million and will continue to decline to about 1 million in 1990.

ab) Inplant vocational training

Whereas, in accordance with the Constitution of the Federal Republic of Germany, the *Bundesländer* are responsible for vocational training in *Berufsschulen*, inplant *(betrieblich)*, interplant *(überbetrieblich)* and non-plant *(außerbetrieblich)* vocational training is subject to federal

(Bund) legislation. In this way a close link is guaranteed between the industrial *(betrieblich)* and the scholastic *(schulisch)* training programmes.

Whereas the basic regulations for the carrying out of inplant vocational training *(betriebliche Berufsausbildung)* are laid down by the Federal Government, the curricula *(Lehrpläne)* for vocational school instruction are the responsibility of the *Bundesländer.*

The training regulations and the framework curricula are drawn up in a coordinated procedure in accordance with an agreement between the Federal Government and the Federal States concluded in 1971. In this way close cooperation between inplant and scholastic training is assured.

The extra-mural *(außerschulisch)* vocational training is regulated by the *Berufsbildungsgesetz* (Vocational Training Act) of 1969 which applies federal-wide and is comprehensive. This legislation covers vocational training carried out in industrial and agricultural enterprises – as well as comparable establishments outside industry and commerce, such as public administration *(Öffentlicher Dienst)* and the liberal professions, e.g. households etc. Inplant training is often supplemented by interplant training run by various bodies. As a general rule they offer those sections of the training which cannot be taught adequately in firms, but which are laid down in the regulations.

The training contract (articles of apprenticeship) between the training agency (*Betrieb*/firm) and the trainee (*Auszubildender*, known formerly as *Lehrling*/apprentice) is drawn up on the basis of the *Berufsbildungsgesetz*. Training content, length of training and examination requirements are laid down in federal regulations *(Ausbildungsordnungen)*. Since the *Berufsbildungsgesetz* came into force in 1969, a total of 138 such *Ausbildungsordnungen* for 173 qualified trades for about 905,000 trainees have been issued on the basis of this law and/or the Crafts Code *(Handwerksordnung)*. There are currently 434 recognized occupations which require training in the Federal Republic of Germany.

The period of training *(Ausbildungsdauer)* lasts between two to three years as a general rule. There are, however, over and above this, training courses lasting three-and-a-halfe years, particularly phased vocational training, e.g. electrical engineering.

The aim of training courses is to enable trainees to undergo basic vocational instruction and to acquire the necessary professional skills and knowledge to qualify for a recognized occupation through specialized courses.

Inplant training *(betriebliche Ausbildung)* is in the hands of instructors *(Ausbilder)*. The latter have to fulfil certain conditions before being considered for this activity. Basically, they must have completed their training in a particular trade, have had relative professional experience and be at least 24 years of age. They must also have background teaching knowledge in regard to work and vocational training – as laid down in the *Ausbildereignungsverordnungen* (regulations regarding aptitude as instructors) which are based on the *Berufsbildungsgesetz*.

Training for a recognized occupation concludes with an examination. The *Handwerkskammern* (Chambers of Handicrafts) and the *Industrie- und Handelskammern* (Chambers of Industry and Commerce) are responsible for the examinations in their respective sectors. As far as agriculture is concerned, the Ministry of Food and Agriculture is responsible for the examinations in some of the *Bundesländer;* in others the *Landwirtschaftskammern* (Chambers of Agriculture).

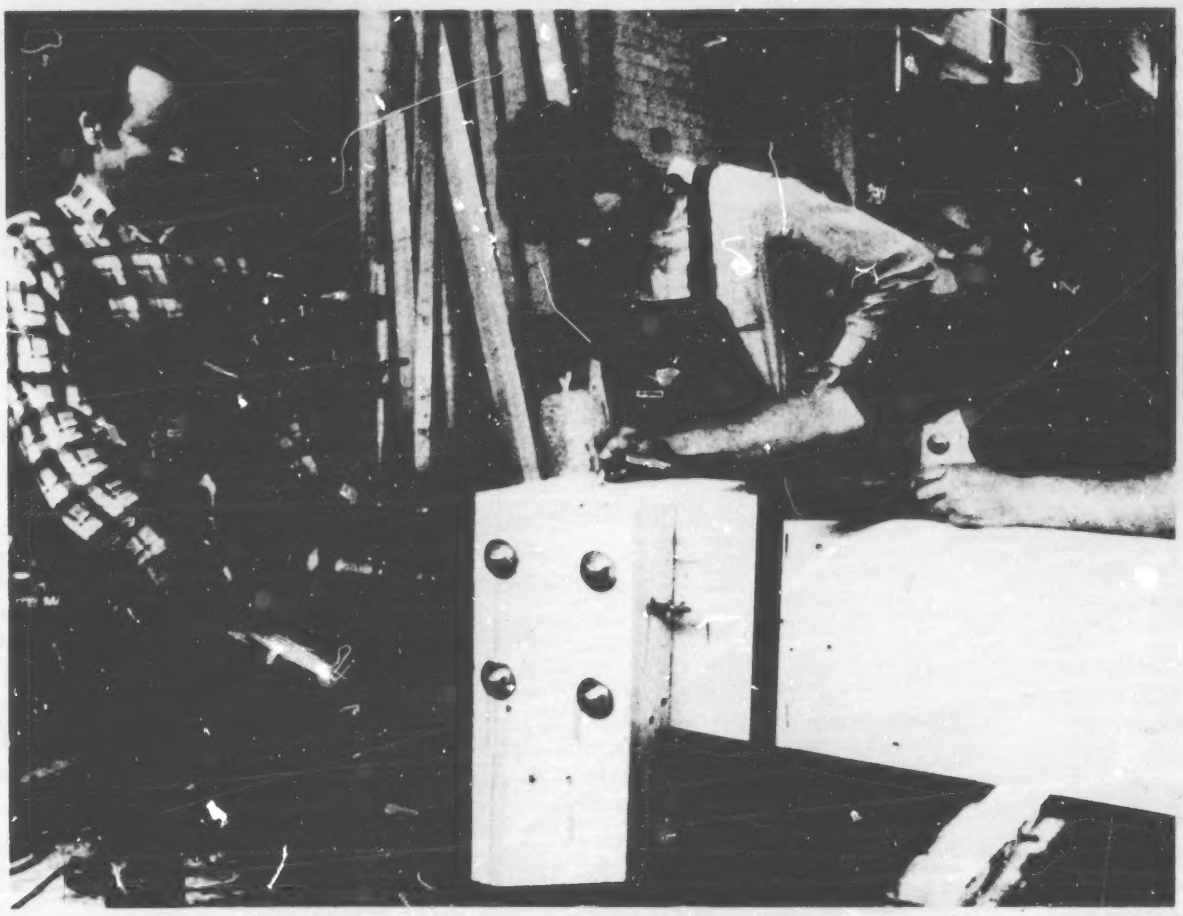
The examination seeks to establish whether candidates possess the required skills and necessary practical and theoretical knowledge and are familiar with the learning material for the occupations taught them in *Berufsschule*. The *Prüfungsausschuß* (Examining Board) consists of an identical number of representatives of the employers and employees and at least one teacher from a *Berufsschule*. The examination is in three parts: practical, oral and written. A candidate passes if he attains an "adequate" *(ausreichend)** mark. A certificate is then issued containing the results of the examination. The examination can be retaken twice. Successful completion of an apprenticeship is the basic requirement for continuing as a *Geselle* (Journeyman), *Gehilfe* (Assistant) or *Facharbeiter* (Skilled Worker) – with the corresponding rates of pay. It is also the point of depar-

* The German marking scale ranges from 1 (Very Good) to 6 (Poor).

tore for obtaining a master craftsman's *(Meister)* qualification, for which an examination must be taken after several years of practical professional experience. Last but not least, the successful completion of basic trade training is the entrance qualification for specific *Fachschulen* offering further training programmes and attendance at an *Abendgymnasium* (Evening Grammar School) or *Kolleg* (Special Courses). The number of trainees grew from 1.2[illegible] million in 1970 to 1.71 million in 1980, an all-time record. In this connection, the number of apprentices in their first year of training dropped from 670,000 in 1980 to 620,000 in 1981: the figure then rose to 697,000 in 1983, thus reaching the highest level in the history of the Federal Republic of Germany.

b) *Berufsfachschulen*

This type of vocational school provides full-time preparatory courses for an occupation or vocational training as well as education of a general nature. The entrance qualification for such schools is a *Hauptschulabschlußzeugnis* (Main School Final Certificate) or *Realschulabschlußzeugnis* (Intermediate School Final Certificate), depending on the proposed training objective. Courses at *Berufsfachschulen* vary in length according to the vocational sector concerned and the eventual aim. Whatever the case may be, minimum length of course is 12 months. We mention here just a few of the large number of educational/training courses offered: *Handelsschule* (Commercial School), *Berufsfachschule für Kinder-*



The young man in the photo (centre) will become an industrial woodworker mechanic after a three-year apprenticeship. The most important requirements for this new training course are manual skill and technical understanding.

Photo: INP/Center Press

pflege (Child Care) and *Berufsfachschule für Technische Assistenten* (Technical Assistants). Training courses at a *Berufsfachschule* always terminate with a final examination *(Abschlußprüfung)*. At two-year *Beraufsfachschulen* with the entrance requirement *Hauptschulabschluß*, the acquisition of a certificate equivalent to *Realschulabschluß* is also possible as a general rule. The weekly number of periods comes to between 30 to 35.

Teacher training for this type of school is the same as for normal *Berufsschulen*.

The number of pupils attending *Berufsfachschulen* increased from 2.. 5,000 in 1970 to 352,000 in 1980, reaching the record level of 404,300 in 1983. This level will probably drop to 242,000 by 1990.

c) *Berufsaufbauschulen*

Berufsaufbauschulen are attended by young persons in addition to a normal *Berufsschule* or who have completed their compulsory education, who are either undergoing vocational training or have completed their training. These schools run training courses covering general education and technical theory culminating in a final certificate equivalent to a *Realschulabschluß* (see above). This entitles those holding it to attend *Fachschule*. The whole programme covers a minimum of 1,300 periods. The *Berufsaufbauschule*, like the *Berufsfachschule* mentioned above, is split up into various vocational areas: *allgemein-gewerblich* (General Commercial), *gewerblich-technisch* (Commercial-Technical), *kaufmännisch* (Sales), *hauswirtschaftlich-pflegerisch* (Home Economy-Nursing), *sozialpädagogisch* (Social Pedagogic) and *landwirtschaftlich* (Agriculture).

The teaching programme includes *Deutsch* (German), a *Fremdsprache* (Foreign Language), *Geschichte mit Sozialkunde* (History with Social Studies), *Erdkunde mit Wirtschaftsgeographie* (Geography with Economic Geography) in the cultural/social subject group, and *Mathematik* (Mathematics), *Physik* (Physics) and *Chemie* (Chemistry) in the mathematical-scientific group – apart from specialized instruction. The vocational subject group include all areas of *Volkswirtschaft* (Economics) and *Betriebslehre* (Business Management). At least three-fifths of the compulsory instruction programme is devoted to general education.

Teaching staff at these schools undergo the same training as those for normal *Berufsschulen*.

The pupil population at *Berufsaufbauschulen* was 40,000 in 1970 and had dropped to 21,000 by 1980. This figure is expected to remain fairly constant in the '80s but will, in all probability, drop to under 20,000 by 1990.

d) *Fachoberschulen*

These schools consist of two continuation year groups (Class/Grade 11 and 12) based on a *Realschulabschluß* (see above) or an equivalent certificate. The teaching programme includes general, specialized theoretical and practical knowledge and skills, leading to *Fachhochschulreife* (Polytechnic Entrance).

There are *Fachoberschulen* for *Ingenieurwesen* (Engineering), *Wirtschaft und Verwaltung* (Economy and Administration), *Hauswirtschaft* (Home Economy), *Sozialwesen* (Social Services), *Gestaltung* (Design), *Seefahrt* (Seamanship). In Class 11, i.e. the first year, practical training takes place four days a week. There is, in addition, at least eight periods of classroom work weekly. Those who have already completed their trade training do not have to attend Class 11. In Class 12 (Year 2 at *(Fachoberschule)*, the timetable covers 30 compulsory periods of both general and specialized instruction. The compulsory subjects are: German, Social Studies, Mathematics, Natural Sciences, a foreign language and Physical Education. The general education subjects are the same for all, whatever occupation they wish to take up. General education accounts for at least three-fifths of compulsory instruction.

Teachers at *Fachoberschulen* possess either a qualification for *Gymnasien* or *berufsbildende Schulen* (schools providing Vocational Training) or have completed higher education studies in a scientific, technical or economics faculty and can offer several years relevant professional experience.

The number of pupils at *Fachoberschulen* rose from 59,000 in 1970 to 136,500 in 1980. By 1982 the figure had rocketed to 158,800. During the '80s, however, the number will probably drop to about 100,000 and to about 95,000 by 1990.

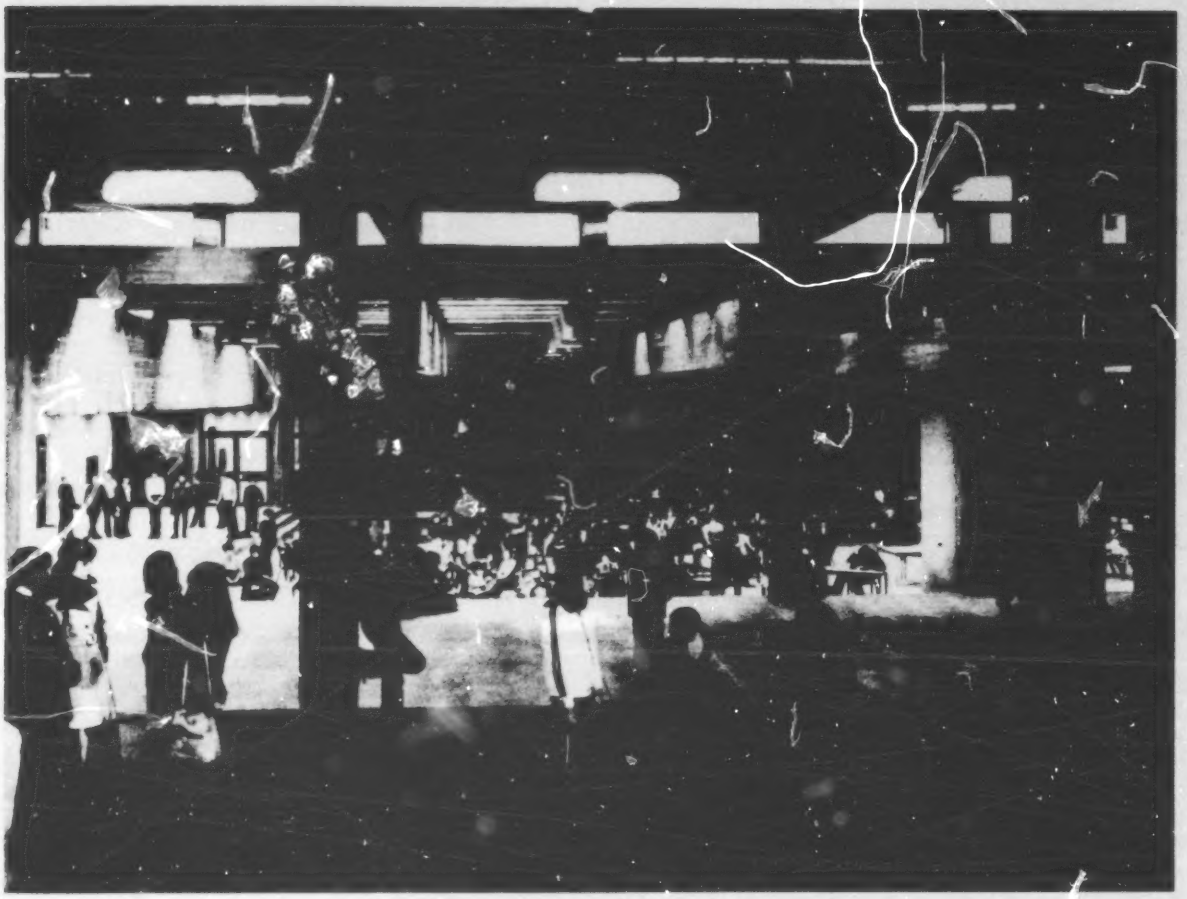
e) *Berufliche Gymnasien*

These schools offer continuation courses for pupils who have successfully completed *Sekundarstufe I*, and who are in possession of a *Realschulabschluß* (see above) or its equivalent. The teaching programme has a vocational bias leading to higher education entrance qualifications. All the *Bundesländer* offer the subject areas *Wirtschaftswissenschaften* and *Technische Wissenschaften*, i.e. Economic Sciences and Technical Sciences. A differentiated programme of *Grund- und Leistungsfächer* (see above) provide pupils with the necessary qualifications to study. Over and above this, some of the *Bundesländer* offer additional subject areas and educational courses.

3. Alternative Educational Path

Abendgymnasien and *Kollegs* (see above) are institutions of what is known in German as the *Zweiter Bildungsweg*, i.e. Alternative Educational Path – providing independent ways of getting into higher education.

Following the *Vereinbarung zur Neugestaltung der gymnasialen Oberstufe in der Sekundarstufe II* (Agreement on the Reorganization of Senior Classes at *Gymnasien* in Secondary Level II) by the KMK in 1972 and the *Vereinbarung über die Anwendung einheitlicher Prüfungsanforderungen in der Abiturprüfung der neugestalteten gymnasialen Oberstufe* (Agreement on the Use of Uniform Requirements for the *Abitur* Examination in the reformed Senior Classes at *Gymnasium)* of 1975, new principles and aims were developed in regard to content and requirements for obtaining university/college entrance. The 1979 agreements on the reorganization of *Abendgymnasien* and *Kollegs* enabled these institutions to take part in this development in line with their particular commitments and to maintian a compar-



Gesamtschule *(Comprehensive School), Cologne-Rodenkirchen: School forum.* *Photo: INP*

able level with other study-qualifying educational courses.

The basic requirements for attending an *Abendgymnasium* or *Kolleg* are a successfully completed trade training course or three years experience in a regular occupation, and a minimum age of 19. Whereas attending an *Abendgymnasium* can take place whilst still pursuing a profession, students at a *Kolleg* are not allowed to be gainfully employed.

Teachers at *Abendgymnasium* and *Kollegs* have the same qualifications as teachers at normal *Gymnasien*.

The number of persons attending *Abendgymnasien* or *Kollegs* increased from 25,000 in 1970 to 39,000 in 1980: the level had further risen to 41,400 by 1983 and will drop to about 36,000 in 1990.

4. Fachschulen

Persons wishing to attend a *Fachschule* must, basically, have competed their training for a particular occupation or have had relative practical professional experience: as a general rule, additional vocational training is called for. *Fachschulen* provide specialized vocational training in depth and – taking the *Hauptschulabschluß* or an intermediate certificate as a basis – include further general education courses in their programme. The length of attendance at a *Fachschule* depends on the ultimate objective: as a rule it lasts two years and at least one year. Part-time education/training courses take correspondingly longer.

There are *Fachschulen*, in particular, for *Landwirtschaft* (Agriculture), *Technik* (Technology), *Wirtschaft* (Industry and Commerce), *Gesundheits- und Sozialwesen* (Public Health and Social Services) and for other branches of the services industry. As a rule, *Fachschulen* are the responsibility of the ministries of education. In October 1980 the KMK approved a resolution entitled *Rahmenvereinbarung über Fachschulen mit zweijähriger Ausbildungsdauer* (Agreement on *Fachschulen* with two-year Training Programmes) which also lists the necessary special education/training courses (*Fachbildungsgänge*) for the *Fachschule* area.

Instruction programmes at *Fachschulen* are very practice-biased. Learning content is tailored to the specific requirements of a limited economic region or industrial sector.

Fachschulen are divided into subject areas and, in each case, the various educational/training courses are clearly defined and their specialized content carefully separated from each other. In order to take specific requirements into consideration, these subject areas can be further subdivided into focal point areas.

Further expansion of *Fachschulen* cannot be based on definite increased requirements. Although it can be assumed that the demand for courses at *Fachhochschulen*, which offer working persons the opportunity of professional advancement through specialized training in depth and further general education, is of socio-political significance and not without importance numerically, there are no reliable indications permitting a reliable picture of future demand, particularly since developments in the various industrial sectors and regions differ.

The number of pupils at *Fachschulen* (and *Fachakademien*) increased from 181,500 in 1970 to 217,000 in 1975: thereafter the level dropped slightly and did not rise again gradually until 1978. The figure came to 205,500 pupils in 1983 and will drop to about 200,000 by 1990.

V. FINANCING THE EDUCATION SYSTEM

Educational expenditure in the Federal Republic of Germany almost tripled within the space of ten years – from DM 27,600 million in 1970 to 77,000 million in 1980. The figure in 1982 came to 81,700 million, 60% of which went to the schools system.

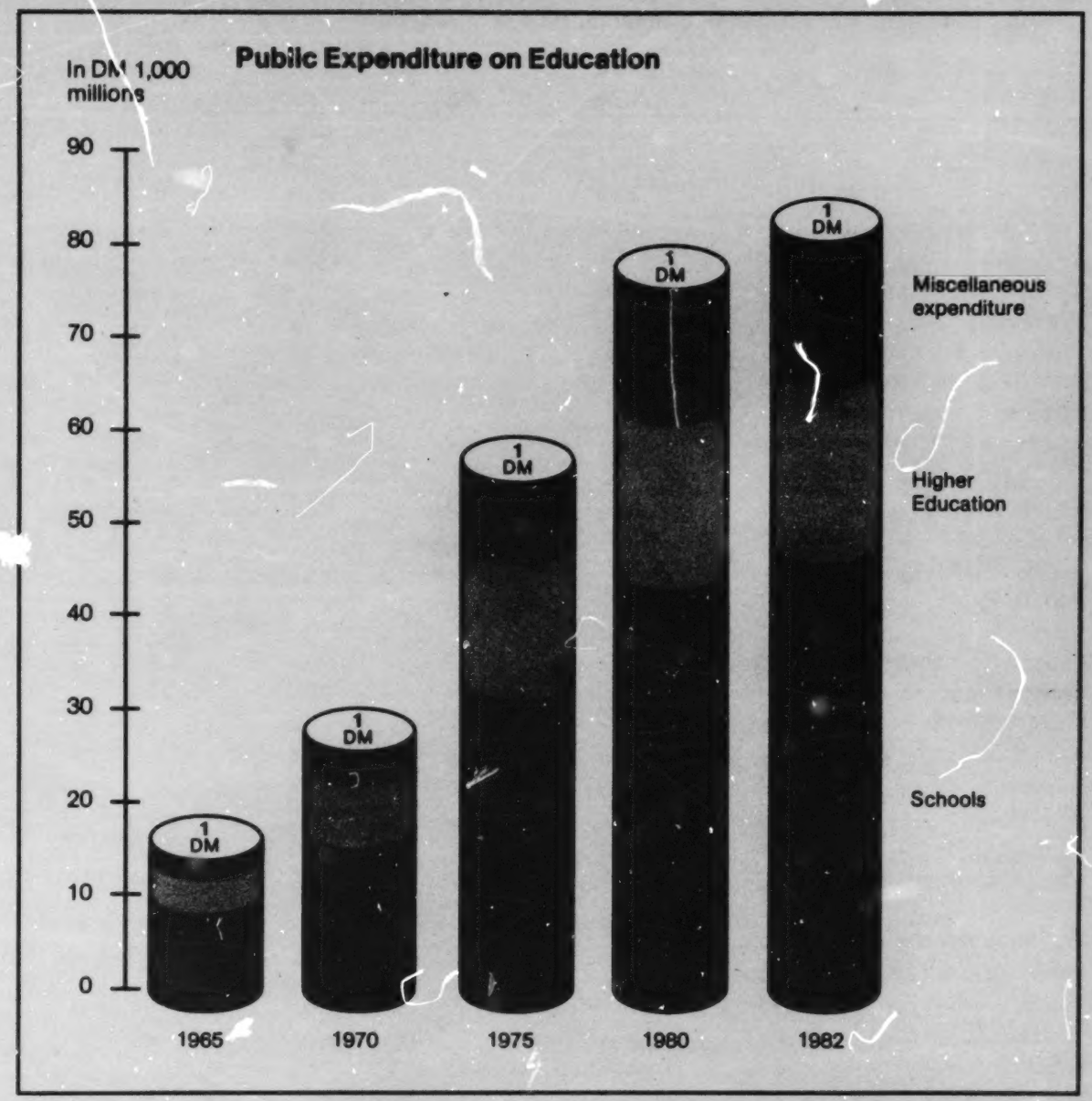
The manner in which this expenditure is distributed between *Bund* (Federal Government), *Bundesländer* (Fedral States) and *Gemeinden* (Local Authorities) and the various expenditure items is given below:

Itemized expenditure of Education Budget in DM 1,000 millions

Item	1970	1975	1980	1982	1983
Elementary area	0,9	2,4	3,5	3,9	4,1
Schools	17,1	32,8	43,8	45,8	45,7
Higher Education	6,9	13,6	17,8	19,3	20,3
Further Education	0,6	1,1	2,3	2,4	2,4
Promotive Measures including	1,0	4,4	6,2	6,4	5,9
Training Promotion		2,6	3,6	3,7	3,3
Joint Research Promotion by Federal Government and Federal States	1,3	2,6	3,6	4,0	4,2
Total	27,8	56,8	77,1	81,8	82,6
Percentages					
Federal Government	8,3	9,7	8,8	8,6	8,9
Federal States	68,1	69,6	72,4	73,2	74,3
Local Authorities and Counties Corporate	23,6	20,6	18,9	18,1	16,7
Personnel Costs	49,4	52,4	56,2	58,3	59,5
Material Costs	11,6	13,9	16,0	16,3	16,8
Material Investements	24,2	18,9	12,6	9,8	8,4
Percentage of Total Public Budget					
	14,1	15,8	15,1	14,6	14,5
including					
Schools	8,4	9,2	8,6	8,2	8,0
Higher Education	3,5	3,8	3,5	3,4	3,6

In this connection, the following principles are of utmost importance:

1. School fees for state schools are not required by any one of the *Bundesländer;*
2. Almost all the *Bundesländer* make teaching and learning materials available with minimal personal cost;
3. Buses are provided for pupils who live some distance from their school;
4. The 1971 *Berufsausbildungsförderungsge-*



setz (Federal Training Promotion Law) makes the legal entitlement to educational subsidies possible. Unfortunately, because of the precarious financial situation of the Federal Government and the *Bundesländer*, subsidization of pupils in line with this law has had to be repeatedly restricted. From 1 August 1983, only those pupils (including those attending *Abendgymnasien* and *Kollegs*) who, of necessity, have to be boarded out, are entitled to subsidies in accordance with this law. In the opinion of the Federal Government, the financial promotion of pupils living at home is the responsibility of the *Bundesländer*. As a result, most of the *Bundesländer* have introduced their own subsidy regulations which, however, show discrepancies in respect of the level of required rates vis-à-vis achievement requirements.

In accordance with the *Bundesausbildungsförderungsgesetz*, 455,000 pupils received subsidies to the tune of DM 1,621 million from federal and federal state sources in 1982.

Abendgymnasien

permit able, gainfully-employed persons to acquire university/college entrance in 3 years, as a rule. Those wishing to do so must have completed vocational training for a specific occupation or offer proof of three years professional experience, be at least 19 years of age, and usually have completed a one-semester preliminary course before embarking on the main course. With the exception of the last 3 semesters, students must be gainfully employed.

Berufsaufbauschulen

are schools which are attended by young persons in addition to normal *Berufsschule* or on completion of their compulsory education, and who are either undergoing or have completed their vocational training. These schools run training courses covering general education and technical theory going beyond the objectives of a normal *Berufsschule* which culminate in a final certificate equivalent to a *Realschulabschluß* (Intermediate Certificate). This entitles those holding it to attend a *Fachschule* (see below). The training course taken full-time lasts 12 months; it lasts correspondingly longer if taken part-time.

Berufsfachschulen

provide full-time instruction programmes lasting at least one year. Vocational training or profes-

Difficulties of language and understanding often represent the greatest barrier for the integration of foreign children. This is why they gratefully take advantage of the opportunity to be coached by German teachers. *Photo: INP/Bundesbildstelle*

sional activity are not an enrolment requirement. Their task is to offer general and specialized learning content and to enable pupils to successfully complete training for a recognized occupation or part of the training course in one or more officially recognized trades, or to enable pupils to complete vocational training of the type which can only be acquired in schools.

Berufskollegs

are vocational training institutions requiring pupils to have obtained their *Realschulabschluß* (see above) or equivalent as an entrance qualification. Their programmes lead in 1 to 3 years to an initial vocational qualification and, if certain conditions are fulfilled, and an attendance of two years (minimum) completed, may acquire *Fachhochschulreife* (Entitlement to attend a Polytechnic). As a rule, *Berufskollegs* offer full-time courses. Part-time instruction is possible in isolated cases in cooperation with industrial training centres.

Berufsoberschulen

are schools offering full-time instructional courses based on completed training for a trade or corresponding professional experience and *Realschulabschluß* (see above) or equivalent certificate. The courses provide general and specialized education/training over a minimum period of two years permitting successful students to obtain a subject-tied *(fachgebunden)* university/college entrance qualification.

Berufsschulen

are schools attented by young persons who are either obliged or entitled to do so and who are either undergoing vocational training or already working. These schools have the task of teaching pupils general and specialized learning content whilst giving due consideration to the requirements of vocational training. Instruction takes place on a part-time basis on one or more days a week or in continuous sections (block instruction): it is carried out in close cooperation with plant training and interplant training centres. Within the framework of vocational training, divided up into a basic and a specialized level, the basic level *(Grundstufe)* can be completed in the form of a Vocational Foundation Training Year involving full-time instruction for 12 months, or in the cooperative form of the dual system.

Fachakademien

are vocational training establishments requiring a *Realschulabschluß* (see above) or equivalent school certificate as an entrance qualification. As a rule, the courses offered follow on completed vocational training or professional activity and prepare students for entry into a more elevated career. The courses are full-time and run for a minimum of 2 years.

Fachschulen

are schools which basically demand the successful completion of a corresponding vocational training course or related professional activity. As a rule, additional experience in another occupation is also asked for. The courses provide further education/training in depth whilst promoting general education. Full-time training courses at *Fachschulen* usually last at least one year: part-time instructional courses take correspondingly longer.

Fachoberschulen

are schools which, taking a *Realschulabschluß* (see above) or equivalent as a basis, teach specialized theoretical and practical knowledge and skills as well as general education leading to *Fachhochschule* (Polytechnic) entrance. Class 11 is concerned with instruction and specialized practical training: relative vocational training excuses students attendance of Class 11. As a rule, the course in Class 12 are full-time. If taken part-time, the courses last a minimum of 2 years.

Gesamtschulen

are institutions in which the educational programmes offered by *Hauptschulen* (Main Schools), *Realschulen* (Intermediate Schools) and *Gymnasien* (Grammar Schools) are amalgamated under one roof content-wise *(integrierte Gesamtschule*/integrated Comprehensive School) or organization-wise *(Kooperative Gesamtschule*/Cooperative Comprehensive School) leading to corresponding final certificates in the educational courses offered.

Grundschulen

are Primary Schools with Classes 1 to 4 – in Berlin (West) 1 to 6 – which prepare pupils for future attendance of secondary schools by teaching them basic knowledge and skills.

Gymnasien

are secondary schools (Grammar Schools) which, under normal circumstances, follow on from *Grundschule* (see above) or Class 6 at *Hauptschule* (see below). Pupils usually attend these schools for 9 years (Classes 5 to 13) or 7 years (Classes 7 to 13). There also are *Gymnasien in Aufbauform* (Continuation Grammar School) attendance of which requires, as a general rule, *Realschulabschluß* (see above). The final certificate *(Abitur)* issued by *Gymnasium* provides pupils with the entrance qualification for universities and colleges.

Hauptschulen

are secondary schools providing education for Classes 5 to 9 or 10, depending on the regulations in the *Bundesland* concerned on a compulsory Class 10 or Classes 7 to 9/10 in the case of 6-class *Grundschulen* or 2-year independent *Orientierungsstufen* (Orientation Levels). These schools provide a general education programme as the basis for practical vocational training.
Grundschulen and *Hauptschulen* are called *Volksschulen* (Elementary Schools) in Bavaria where they are amalgamated into one school unit.

Kollegs

are full-time schools preparing pupils for university/college entrance. Conditions of acceptance for courses at these schools are the same as for *Abendgymnasien* with the difference that pupils must not be gainfully employed.

Orientierungsstufen/Förderstufen

comprise Classes 5 and 6 and are either attached to secondary schools *(schulformabhängig)* or operate independently *(schulformunabhängig)*.

Realschulen

are secondary schools (Classes 5 to 10) following

Of the few all-day Grundschulen *(Primary Schools) set up in Berlin (West) since 1975, the Möwensee* Grundschule *is the only one which looks after all the children all day. The open-air facilities (photo) are very different from those found in the normal "schoolyard". By dividing the yard up into different areas and equipping it with various pieces of apparatus, children are provided with the opportunity of playing all sorts of games.* *Photo: Landesbildstelle Berlin*

on from *Grundschule* or Class 6 and *Hauptschule*. A final certificate issued by a Realschule provides the basis for careers in middle-management and positions at a similar level. It also entitles those holding such a certificate to attend a *Fachoberschule* (see above), a *Fachgymnasium* (see above) or transfer to a *Gymnasium in Aufbauform* (see above).

Sonderschulen
are institutions requiring full-time attendance for the promotion and care of physically, mentally, psychically or socially handicapped children or who cannot be taught with adequate success at normal schools. Such institutions also include *Realsonderschulen* and *Gymnasialsonderschulen*.

VII. APPENDIX

1. Selected statistics

1. Schools providing general education according to school type and *Bundesland* (federal state)

2. Vocational schools according to type and *Bundesland*.

3. Pupils at schools providing general education according educational areas and school types in 1,000s

4. Pupils at Vocational Schools according to educational areas and school types in 1,000s

5. Pupils at schools providing general education in Classes 5 and 6 as well as Orientation Level according to school type and *Bundesland*.

6. School leavers according to type of final certificate expressed as a percentage of the 15 and 18 year olds in the population

7. Teachers in the various types of schools and *Bundesländer* in 1,000s

8. Pupil: Teacher ratio according to type of school and *Bundesländer*

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1. General education schools according to school type and state

Year, Federal State	General Education Schools						
		including					
	total	Primary and Main Schools	Special Schools	Inter-mediate Schools	Gram-mar Schools	Com-prehen-sive Schools	Evening Schools or courses
	Federal area						
1960	35,213	31,109	1,106	1,125	1,823	–	50
1965	35,104	30,048	1,469	1,555	1,926	–	106
1970	28,495	21,504	2,381	2,116	2,311	–	183
1975	25,980	18,107	2,645	2,348	2,415	216	249
1980	26,869	18,411	2,856	2,623	2,477	255	247
1981	27,056	18,599	2,832	2,633	2,480	266	246
1982	26,952	18,468	2,820	2,639	2,489	285	251
1983	26,827	18,356	2,800	2,644	2,485	297	245
	Federal States 1983						
Baden-Württemberg	4,070	2,566	538	436	412	32	86
Bavaria	4,070	2,821	401	400	401	11	36
Hesse	2,814	1,926	244	274	271	76	23
Lower Saxony	3,999	2,997	302	409	260	22	9
Northrhine-Westphalia	8,780	4,714	742	555	641	75	53
Rhineland-Palatinate	1,600	1,193	156	106	137	5	3
Saarland	468	333	53	38	37	4	3
Schleswig-Holstein	1,505	1,004	209	180	98	6	8
Berlin (West)	529	305	63	45	70	32	14
Bremen	363	206	28	50	69	6	4
Hamburg	629	291	64	151	89	28	6

2. Vocational schools according to type and state

Year, Federal State	Vocational Schools total	including Vocational Schools*	Vocational Continuation Schools Full-Time	Vocational Continuation Schools Part Time	Full-Time Vocational Schools	Senior technical Schools	Technical Schools
	Federal Area						
1960	6,353	2,463	–	–	1,636	–	2,254
1965	7,595	2,128	187	481	2,032	–	2,767
1970	8,593	1,702	213	382	2,603	531	3,162
1975	8,841	1,939	323	142	2,443	893	3,101
1980	9,899	2,698	435	58	2,801	989	2,918
1981	10,236	2,937	454	34	2,843	1,014	2,954
1982	10,251	2,893	447	30	2,893	1,018	2,970
1983	7,816	1,452	420		2,120	1,000	2,824
	Federal States 1983						
Baden-Württemberg	1,368	361	48		400	161	398
Bavaria	1,192	242	127		264	61	498
Hesse	635	113	23		120	111	268
Lower Saxony	1,426	141	46		608	227	404
Northrhine-Westphalia	1,675	301	91		348	234	701
Rhineland-Palatinate	495	95	36		104	68	188
Saarland	207	45	19		57	25	61
Schleswig-Holstein	339	41	12		127	48	111
Berlin (West)	199	41	–		21	27	110
Bremen	78	23	7		20	–	19
Hamburg	202	45	11		51	29	66

* Including Special Vocational Schools and Vocational Foundation Training Year

3. Pupils at General Education Schools according to Educational Area and School Type in 1000s

Year	Pupils at Schools of General Education	including							
		Primary Level	Secondary Level I		Secondary Level II				
	total	Primary Schools	Main-Schools	Inter-mediate Schools*	Gram-mar Schools I	Gram-mar Schools II	Special Schools	Inter-mediate Schools	Evening Schools and Courses
1960	6,655.1	3,096.9	2,122.4	430.7	641.7	211.7	142.9	–	8.8
1965	7,301.6	3,453.2	2,112.5	570.9	760.7	197.2	192.3	–	14.8
1970	8,937.6	3,977.3	2,370.2	863.5	1,062.1	317.4	322.0	–	25.1
1975	10,066.0	3,912.3	2,512.8	1,179.9	1,394.8	468.7	393.8	165.8	37.8
1976	10,061.4	3,733.5	2,544.0	1,248.7	1,456.2	457.7	398.2	186.9	36.1
1977	9,940.1	3,512.8	2,506.3	1,316.7	1,505.6	466.1	398.0	198.2	36.3
1978	9,712.7	3,262.8	2,459.0	1,350.7	1,519.3	494.0	387.8	203.2	35.7
1979	9,430.2	2,992.6	2,361.4	1,365.2	1,522.7	566.1	370.7	214.4	37.1
1980	9,127.2	2,817.7	2,226.5	1,351.1	1,543.8	574.2	353.9	220.6	39.4
1981	8,809.8	2,586.1	2,197.0	1,323.4	1,448.1	658.3	337.1	225.7	42.1
1982	8,417.2	2,437.6	2,063.4	1,278.1	1,378.3	672.1	319.3	226.3	42.1
1983	7,989.9	2,351.8	1,854.9	1,214.4	1,289.1	671.7	301.9	224.7	41.4
	KMK Forward [illegible]te (Documentation 71)								
1984	7,595.7	2,353.1	[illegible]20.2	1,091.7	1,202.9	719.1	288.7	182.7	37.3
1985	7,293.2	2,341.8	[illegible]4	1,019.3	1 109.2	720.2	277.4	175.5	37.[illegible]
1986	7,016.5	2,343.6	1,[illegible]	940.1	1 036.0	692.6	269.3	168.7	37.4
1987	6,806.8	2,355.0	1,46[illegible]	886.1	983.8	649.3	263.7	162.9	37.4
1988	6,660.6	2,377.7	1,434.0	846.9	943.3	600.9	261.5	159.0	37.3
1989	6,588.3	2,408.5	1,421.1	825.9	923.9	554.2	261.2	156.6	36.9
1990	6,563.7	2,443.2	1,420.3	816.9	916.0	511.6	263.1	155,9	36.7
1991	6,571.4	2,479.7	1,426.6	814.4	914.6	479.5	265.0	155.3	36.3
1992	6,612.5	2,516.4	1,437.3	817.3	918.1	463.3	268.6	155.5	36.0
1993	6,668.2	2,548.7	1,452.1	824.1	924.1	456.5	271.3	155.7	35.7
1994	6,732.4	2,574.5	1,470.2	833.7	935.3	453.2	273.8	156.5	35.2
1995	6,797.3	2,592.0	1,491.5	846.4	947.4	452.0	275.9	157.1	35.0

* Including 3 to 4-stage BA Economic Schools which were attached to Full-Time Vocationa Schools up to 1074.

4. Pupils at Vocational Schools according to Educational Area and School Type in 1000s

Year	Pupils at Vocational Schools total	including Secondary Level II Vocational-Schools*	Vocational Foundation Training Year	Vocational Continuation Schools total	Vocational Continuation Schools including Part-Time	Full-Time Vocational Schools	Senior Technical Schools total	Senior Technical Schools including Part-Time	Technical Schools total**	Technical Schools including Part-Time
1960	1,942.9	1,661.9	–	–	–	139.2	–	–	141.8	14.9
1965	2,146.4	1,780.0	–	53.0	41.6	167.5	–	–	145.9	15.8
1970	2,071.7	1,599.8	–	40.4	27.0	205.0	59.0	–	167.5	14.0
1975	2,261.3	1,607.5	30.5	27.8	13.7	269.6	118.7	29.1	211.1	6.2
1976	2,239.5	1,585.1	44.3	22.6	10.5	279.2	121.8	25.5	186.4	6.9
1977	2,299.2	1,643.0	57.8	18.3	8.4	293.5	115.7	22.1	171.0	7.6
1978	2,440.1	1,731.2	84.7	16.1	6.9	321.4	113.0	22.0	173.6	8.6
1979	2,585.2	1,820.3	102.1	17.6	6.0	339.2	124.3	24.1	181.7	10.4
1980	2,671.9	1,862.8	106.9	21.7	5.7	352.1	136.5	25.2	192.0	11.6
1981	2,694.4	1,824.1	122.7	22.8	4.1	370.7	150.4	27.6	203.7	13.4
1982	2,700.6	1,789.0	127.8	20.9	3.3	397.0	158.8	27.3	207.1	13.5
1983	2,718.4	1,811.2	132.1	15.7	2.3	404.3	149.6	–	205.5	14.1
	KMK Forward Estimate (Documentation 71)									
1984	2,598.8	1 694.2	207.5	22.6	6.6	337.1	127.1	23.6	210.1	8.3
1985	2,498.5	1,587.6	221.0	22.5	6.4	326.1	125.2	23.2	216.1	10.2
1986	2,370.6	1,468.6	232.0	21.7	6.1	307.3	121.6	22.1	219.4	10.4
1987	2,225.8	1,339.9	238.8	21.1	6.0	290.6	115.9	20.6	219.5	10.3
1988	2,081.3	1,217.3	245.0	20.2	5.8	272.6	108.8	19.3	217.4	10.0
1989	1,942.0	1,096.1	252.8	19.3	5.5	256.4	101.5	17.7	215.9	9.9
1990	1,828.7	997.1	261.9	18.6	5.4	242.1	95.6	16.5	213.4	9.8
1991	1,751.7	943.5	255.7	18.1	5.3	233.7	90.4	15.7	210.3	9.7
1992	1,708.5	913.2	252.9	17.7	5.2	229.8	88.7	15.3	206.2	9.3
1993	1,684.5	900.7	251.7	17.3	5.1	227.6	87.2	15.2	200.0	9.0
1994	1,670.0	894.8	250.9	17.3	5.1	225.4	86.2	15.1	195.4	8.9
1995	1,660.8	892.4	251.4	17.0	5.1	224.4	85.3	15.0	190.3	8.6

* Including Special Vocational Schools.
** Pupils and Technical Schools 1983–95 not under jurisdiction of Education Ministries. Independent estimate of 1981 percentage.

5. Pupils at General Education Schools in Classes 5 and 6 or Orientation Level according to school type and state

Year, Federal State	Pupils in Classes 5 and 6							
	Orientation Level							
				in				
				Orientation Level regardless of School Type	Orientation Level related to School Type			
	total*	total			Main Schools	Intermediate Schools	Grammar Schools I	Comprehensive Schools
	1,000		Per cent	1,000				
	Federal Area							
1975	2,071.1	1,013.8	48.9	227.4	388.4	168.5	216.9	12.6
1976	2,013.7	1,030.9	51.2	254.3	375.3	172.0	214.0	15.3
1977	1,977.4	1,040.5	52.6	273.7	358.1	174.3	217.6	16.8
1978	1,960.4	1,064.7	54.3	303.1	344.9	176.3	223.5	16.9
1979	1,888.2	1,059.8	56.1	313.9	326.4	170.2	221.2	17.1
1980	1,766.8	1,129.0	63.9	316.5	358.2	194.3	243.3	16.7
1981	1,633.7	1,193.3	73.0	312.6	378.0	219.6	263.7	19.4
1982	1,510.2	1,106.0	73.2	295.4	343.9	204.4	241.3	21.1
1983	1,363.7	998.0	73.2	267.0	305.0	186.4	216.7	22.9
	Federal States 1983							
Baden-Württemberg	216.1	213.8	98.9	1.6	88.2	63.0	58.6	2.4
Bavaria	244.7	10.1	4.1	0.6	5.2	0.1	4.2	–
Hesse	115.7	55.2	47.7	55.2	–	–	–	–
Lower Saxony	170.0	162.7	95.7	162.7	–	–	–	–
Northrhine-Westphalia	379.5	378.0	99.6	–	152.7	90.0	116.5	18.8
Rhineland-Palatinate	80.5	73.0	90.7	–	37.8	13.1	21.0	1.1
Saarland	21.8	–	–	–	–	–	–	–
Schleswig-Holstein	58.6	58.3	99.5	–	21.1	20.2	16.4	0.6
Berlin (West)	34.0	32.3	95.0	32.3	–	–	–	–
Bremen	13.3	13.3	100.0	13.3	–	–	–	–
Hamburg	29.4	1.3	4.4	1.3	–	–	–	–

* Without Special Schools

Source: Federal Statistics Office

6.a School Leavers according to Type of Leaving Certificate as a percentage of the 15-year-old population

Year	Leavers after completing Compulsory Schooling				Leavers with Intermediate or equivalent Certificate		
		of whom					
		without Main School Certificate				from	
	total	total	including those from Special Schools	with Main School Certificate	total	General Education Schools	Vocational Schools
1960	83.2	–	3.2	–	–	18.2	–
1965	70.8	16.9	3.4	53.1	–	11.8	–
1970	60.6	17.4	4.1	43.2	24.8	17.8	7.0
1975	47.7	11.8	4.4	35.9	33.1	24.2	8.9
1976	46.7	11.5	4.3	35.2	31.7	22.5	9.2
1977	52.4	12.3	4.6	40.0	33.3	24.7	8.6
1978	51.6	11.9	4.5	39.8	36.1	27.5	8.5
1979	50.0	11.1	4.8	38.9	38.2	29.5	8.7
1980	48.4	10.6	3.7	37.8	41.0	31.7	9.3
1981	43.2	9.6	3.2	33.6	41.4	32.2	9.3
1982	45.1	9.5	3.1	35.6	42.8	34.1	8.7
1983	45.8	9.2	3.0	36.5	45.1	36.0	9.0
	KMK Forward Estimate (Documentation 1971)						
1984	45.5	9.6	4.7	35.9	50.1	38.0	12.1
1985	47.1	10.1	4.9	37.1	53.7	40.4	13.3
1986	45.6	9.6	4.7	36.0	52.7	39.2	13.4
1987	47.6	10.0	4.8	37.6	55..	41.1	14.2
1988	47.9	10.3	5.1	37.6	57.2	42.4	14.8
1989	45.3	9.9	4.9	35.4	52.8	38.7	14.1
1990	45.3	10.1	5.0	35.2	51.1	37.4	13.7
1991	43.9	9.8	4.9	34.1	48.4	35.7	12.7
1992	45.0	10.1	5.0	34.9	48.7	36.2	12.6
1993	45.3	10.2	5.1	35.1	43.7	36.3	12.4
1994	44.8	10.1	5.1	34.7	47.7	35.6	12.1
1995	44.7	10.2	5.1	34.6	47.2	35.4	11.8

Source: Federal Statistics Office; KMK

6b. continued: School Leavers according to Type of Final Certificate as a percentage of 18-years-old-Population

Leavers with University or Polytechnic Entrance Qualification

	from							
	General Education Schools			Vocational Schools				
		of	which		of	which		
total	total	University Entrance Qualification	Polytechnic Entrance Qualification	total	University Entrance Qualification	Polytechnic Entrance Qualification	Leavers after Completion of Training at Vocational School*	Year
7.3	7.3	7.3	–	–	–	–	–	1960
6.9	6.9	6.9	–	–	–	–	–	1965
11.3	10.3	10.3	–	1.0	0.5	0.5	64.8	1970
19.4	13.2	13.0	0.2	6.2	1.2	5.0	57.4	1975
22.0	15.0	14.7	0.3	7.0	1.4	5.7	60.2	1976
22.3	15.7	15.4	0.3	6.6	1.3	5.3	57.2	1977
22.6	16.4	16.1	0.3	6.2	1.4	4.8	55.7	1978
19.3	13.5	12.9	0.6	5.8	1.3	4.5	56.4	1979
22.0	15.9	15.5	0.4	6.1	1.3	4.8	60.8	1980
23.8	17.2	16.8	0.5	6.6	1.4	5.2	58.9	1981
26.3	18.6	18.0	0.5	7.7	1.7	6.0	60.6	1982
28.7	20.1	19.5	0.6	8.6	1.7	6.9	62.3	1983
	KMK Forward Estimate (Documentation 1971)							
28.6	21.2	20.3	0.9	7.4	1.7	5.7	58.0	1984
29.4	21.8	20.8	0.9	7.6	1.7	5.9	59.6	1985
32.1	24.0	23.0	1.0	8.1	1.8	6.2	61.6	1986
35.7	27.0	25.9	1.2	8.7	2.0	6.7	65.2	1987
35.9	27.3	26.2	1.1	8.6	2.0	6.6	62.9	1988
37.3	28.2	27.0	1.2	9.0	2.1	6.9	65.7	1989
38.4	29.0	27.8	1.2	9.4	2.3	7.2	66.6	1990
36.2	27.3	26.2	1.1	8.9	2.2	6.7	61.6	1991
34.3	25.6	24.5	1.1	8.7	2.1	6.6	59.6	1992
32.2	23.8	22.8	1.0	8.4	2.0	6.4	56.9	1993
32.4	23.9	22.9	1.0	8.5	2.0	6.5	57.8	1994
32.2	23.8	22.8	1.0	8.4	2.0	6.4	57.6	1995

* Including Vocational Special Schools

7. Teachers* according to School Type and State in 1000s

Year, Federal State	Teachers* at								
	General Education Schools								
		of whom							
	total	Primary and Main Schools	Special Schools	Intermediate Schools	Grammar Schools I	Grammar-Schools II	Comprehensive Schools	Evening Schools and courses	Vocational Schools**
	Federal area								
1960	224.1	148.1	7.3	19.3	48.9		–	0.5	39.4
1965	257.7	168.1	10.6	24.3	53.8		–	0.9	44.2
1970	338.7	201.5	21.0	37.8	76.9		–	1.5	50.5
1975	431.0	234.3	33.4	51.8	64.3	33.8	11.3	2.1	64.1
1976	446.2	238.3	35.7	54.5	68.1	34.6	13.0	2.1	65.9
1977	456.7	236.9	37.5	57.9	72.0	35.8	14.4	2.1	68.7
1978	464.6	235.7	39.0	60.3	73.9	38.3	15.1	2.2	72.4
1979	472.8	234.6	40.2	61.7	73.4	44.1	16.1	2.2	75.9
1980	478.1	232.9	41.0	62.7	73.5	48.3	16.4	2.3	79.2
1981	480.9	230.8	41.4	63.1	73.6	52.4	17.2	2.4	83.7
1982	474.3	226.0	40.9	62.2	71.5	53.9	17.3	2.5	86.0
1983	467.6	220.9	40.3	61.3	69.8	54.9	17.8	2.6	87.3
	Federal States 1983								
Baden-Württemberg	75.5	33.0	7.8	12.5	13.0	7.2	1.8	0.2	16.7
Bavaria	80.7	43.9	6.2	9.9	11.9	8.2	0.4	0.2	14.2
Hesse	37.7	15.1	2.7	4.5	5.5	5.4	4.1	0.4	7.3
Lower-Saxony	57.4	29.7	4.3	8.4	6.4	6.6	1.8	0.2	5.1
Northrhine-Westphalia	130.1	60.4	12.0	14.9	20.1	17.0	4.6	1.1	21.3
Rhineland-Palatinate	26.8	14.4	2.1	3.0	4.0	3.0	0.2	0.1	4.8
Saarland	7.5	3.8	0.6	1.0	1.1	0.8	0.2	0.0	1.8
Schleswig-Holstein	19.1	7.9	1.9	3.8	3.0	2.1	0.3	0.1	3.2
Berlin (West)	15.2	6.5	1.2	1.2	1.8	1.9	2.3	0.3	2.2
Bremen	6.0	2.7	0.5	0.7	0.7	1.0	0.3	0.1	1.3
Hamburg	11.6	3.3	0.9	1.3	2.3	1.9	1.8	0.1	3.3

* Full-Time Teachers and Part-Time Teachers calculated as Full-Time
** Less Public Health Schools

Source: KMK

8. Teacher*: Pupil Ratio according to Type of School and State

Year, Federal State	Teacher*: Pupil Ratio at								
	General Education Schools								
		of whom							
	total	Primary and Main Schools	Special Schools	Intermediate Schools	Grammar Schools I	Grammar-Schools II	Comprehensive Schools	Evening Schools and courses	Vocational Schools**
	Federal area								
1960	30.7	36.7	20.5	23.0	17.7		–	22.5	42.6
1965	28.3	33.1	17.7	23.5	17.9		–	16.3	47.4
1970	26.7	31.6	15.3	23.1	18.8		–	15.9	39.6
1975	23.3	27.3	11.8	22.7	21.7	13.5	16.3	16.2	33.8
1976	22.5	26.2	11.2	22.9	21.4	13.2	15.8	15.4	32.4
1977	21.8	25.5	10.7	22.7	20.9	13.0	15.5	15.4	31.9
1978	20.7	24.3	10.0	22.4	20.6	12.8	15.4	14.8	32.2
1979	20.3	22.8	9.3	22.1	20.8	12.8	15.6	14.7	32.4
1980	18.5	21.6	8.7	21.5	20.4	12.9	15.4	14.8	32.0
1981	18.3	20.5	8.3	20.9	19.7	12.5	14.8	15.4	30.9
1982	17.7	19.8	7.9	20.5	19.3	12.4	14.6	15.0	30.1
1983	17.0	19.1	7.6	19.8	18.5	12.2	14.1	14.7	29.8
	Federal States 1983								
Baden-Wurttemberg	16,9	18,4	6,4	18,5	16,5	13,0	13,3	20,3	25,8
Bavaria	16,7	18,2	6,7	19,4	18,7	10,9	14,6	16,2	32,2
Hesse	18,5	21,7	8,5	21,3	20,2	12,8	16,1	13,0	30,0
Lower Saxony	17,4	19,8	8,1	18,6	17,6	12,5	13,1	10,1	28,9
Northrhine-Westphalia	17,7	19,7	8,4	21,8	19,6	12,5	13,9	14,4	32,1
Rhineland-Palatinate	16,9	17,6	7,2	21,0	19,9	12,6	15,0	11,0	32,3
Saarland	15,9	17,8	7,4	16,2	17,3	11,5	14,8	18,2	28,7
Schleswig-Holstein	18,1	21,1	8,9	19,7	18,5	11,9	14,5	15,4	36,4
Berlin (West)	14,3	16,5	6,9	17,0	16,4	10,2	11,9	15,0	25,3
Bremen	14,6	16,2	6,7	17,7	17,0	11,3	12,5	17,8	26,9
Hamburg	16,3	21,0	8,1	17,5	17,2	11,4	14,2	13,9	23,0

* Full-Time Teachers and Part-Time Teachers calculated as Full-Time Teachers
** Less Public Health Schools

Source: KMK

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